

INVESTMENT IN

Creative
Scholarship

1890-1956

by RUTH W. TRYON

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Investment in creative scholarship

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INVESTMENT IN CREATIVE SCHOLARSHIP

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Creative

Scholarship

A History of the Fellowship Program of
the American Association of University Women

1890–1956

by RUTH W. TRYON

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

Washington, D. C., 1957

The Author

IN OCTOBER 1955 Ruth W. Tryon left her post as director of publications and public relations for the American Association of University Women in order to write this history of the Association's fellowship program. She had been closely associated with the program for seventeen years during the campaign to raise the Million Dollar Fellowship Fund, serving from 1934 to 1951 in the dual role of AAUW editor and Fellowship Funds Associate. In the latter post she worked with hundreds of fellowship chairmen in all parts of the country, providing information on the fellows, interpreting fellowship policies, suggesting fund-raising ideas, helping to keep the records of the Million Dollar Fund, and finally seeing the Fund practically reach completion. From 1951 until she began the writing of this history her entire time was devoted to editorial and public relations work.

Mrs. Tryon came to the AAUW in 1928 as a part-time staff member. A few years later when her three sons were all in school, she took on full-time duties. She was editor of the *AAUW Journal* for twenty-seven years, and wrote the "short history" of the Association, published in 1949, the *Handbook for Branch Leaders*, and many leaflets, bulletins, and articles on the AAUW and various phases of its work.

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Foreword

THE BOARD OF DIRECTORS of the American Association of University Women commissioned the preparation of this book as a part of the Association's seventy-fifth anniversary celebration in 1957. This history is in the nature of an accounting—an accounting to the thousands of women, members of the AAUW, who have invested time and energy beyond measure, as well as wisdom and foresight and constant generosity, in the fellowship program of the Association. This is the story of that investment, and the dividends it has yielded.

The record of the fellows and grantees given here is based on returns from a questionnaire sent in 1953–54 to all living recipients of AAUW awards who could be reached, supplemented by records kept through the years by the Association's fellowship office. Details of the questionnaire study are given in Appendix I.

Some readers may feel that a history of the fellowships should answer the question: how do the attainments of these women compare with those of men? It is a valid question; at least such a comparison would be interesting. But such problems as how to find a comparable group of men, what yardsticks to apply, and how to evaluate the obstacles women have had to overcome suggest a study beyond the scope of this book. It has seemed more important for the American Association of University Women—and doubtless for history—to set down here a record of how the women aided by the AAUW awards have contributed to the world's store of knowledge and to the process of education. The

picture is a partial one, at best, but it may suggest how far the intellectual life of the last sixty-odd years has been richer because these women were encouraged—in part by the AAUW award—to acquire first-rate scholarly training.

The writing of the history was planned by the Fellowship Program Committee, then under the chairmanship of Dr. Margaret Elliott Tracy, formerly professor of economics, University of Michigan. Dr. Evalyn A. Clark, Associate Dean of Vassar College and chairman of the Fellowship Awards Committee, 1953–55, helped to initiate the project and form the plans. The current committee, under whose general direction the study was prepared, consists of Dean Elizabeth S. May of Wheaton College, chairman; Dr. Janet Howell Clark, former Dean of the College for Women, University of Rochester, chairman of the Committee on International Grants; Dean Mary F. Keeler of Hood College, chairman of the Fellowship Awards Committee; and Mrs. L. Frazer Banks, Birmingham, Alabama, chairman of the Fellowship Funds Committee. Mary F. Jessup did a preliminary organization of the statistics.

Special thanks are due to Mary H. Smith and Liesel Goode. Miss Smith, who since 1931 has been associated as a staff member with the administration of the program, has advised on difficult points, provided data, and shared her comprehensive knowledge of the program, with a patience “beyond the call of duty.” Mrs. Goode’s help has been invaluable, not only in the preparation of statistics and the Index, but in the whole presentation.

—R. W. T.

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Introduction

By Helen C. White

THE FELLOWSHIP PROGRAM of the AAUW has long seemed to me one of the finest examples of cooperative enterprise that I know. For sixty years now it has been carried on by a group of women who for the most part have had very limited financial resources, and most of whom have borne heavy responsibilities in family and professional life. Furthermore, the majority of these women have never themselves had the privilege of graduate study, much less any hope of doing research. The result has been a superb work of thoroughly disinterested altruism.

And yet there is no question that the women who have taken part in this project have received great satisfaction from it. Some of it, of course, has been a vicarious satisfaction in the vindication of women's abilities. The first fellowships were given at a time when there was still doubt as to whether women were capable of doing college work, much less carrying on advanced research. The achievements of the succeeding generations of fellows have, therefore, been a continuing source of pride and encouragement to all who believe in the potentialities of the educated woman.

But as Mrs. Tryon has very properly insisted, the feminist motive was not by any means the one controlling factor at the beginning of the fellowship program, and it is significant that the program has enjoyed its greatest extension of scope and support in a period when old-fashioned feminism has been receding. More important,

I think, has been the sense of participation in an enterprise which expressed the common values and aspirations of the women who supported it. For the members of the Association it has been quite literally an opportunity to take part in the larger intellectual life of their time. Nothing better shows this than the way in which the fellowship program has, from decade to decade, responded to both the needs of women scholars and the needs of the world in which they were working.

Fortunately, the program was in the beginning conceived of not only with generosity but with largeness and freshness of vision. Quality and opportunity were the watchwords. All temptations to cater to special interests in field or participating institution or area were rigorously rejected, and two things only were considered: the capability of the applicant, and the usefulness of the grant for her growth and development. The emphasis on quality has assured a stream of first-class applicants from the beginning and has commanded the interest and devotion of first-class people in every aspect of the undertaking—in selection, in counseling, in guidance. The emphasis on opportunity has made possible an extraordinary flexibility that has made it possible for the program to meet the needs and opportunities of a period of great and constant change.

The history which Mrs. Tryon so ably sums up from the ample knowledge of one of its prime makers is the history not only of women's education through these sixty years, but of the changing circumstances of women's lives, and of the changing conditions of the world in which they found themselves. The point which she made at the beginning of her study that the advancement of knowledge was quite as important a motive as the advancement of women cannot be too often emphasized; for this history shows us that the two are inseparably interrelated.

The fellowship program began with the effort to secure the opportunity of foreign study for American university women when foreign study was the gate to expanding knowledge. The American woman scholar went abroad as did the man scholar of that period to the fountainheads of research in the older centers of learning in Europe. And the women scholars who returned with their degrees and their new methods and insights took an honorable part in the development of American graduate study and research in our institutions here. It is no accident that so many of them were working in the field of science. Those were the years of epoch-making scientific achievement all over the western world.

The First World War cut certain well worn lines of travel for the wandering scholar, but it opened up new forms of coopera-

tion, particularly in the founding of the International Federation of University Women. And the depression brought certain readjustments of balance between the three great fields of the natural sciences, the social sciences, and the humanities. The Second World War brought even greater changes than the first. The nature of the fascist threat to civilization threw fresh emphasis on the importance of women's education, and the destructiveness of the resulting conflict made any possible contributor to the advancement of knowledge doubly precious. Costly as the war was for American women, both in labor and anxiety, they were quite aware that their own cultural institutions had escaped the destruction they saw abroad, and they were very humbly conscious that they had been spared the frustrations and sufferings of occupation. Sympathy and a sense of responsibility for the war-weary played a very large part in the thinking of American university women at that time. The result was the program of international grants.

That program made possible the salvage of many interrupted careers. It also helped to fill some of the desperate needs for trained personnel, which not only the destruction but the isolation of the war had created. Here as never before it was brought home to all of us that intellectual life is a process of continual stimulus and renewal, and that the maintenance of a highly developed technical civilization like ours is dependent upon the unimpeded circulation of ideas.

Moreover, as men and women, fresh from the horrors of the Second World War, addressed themselves to the task of setting up instruments of international cooperation that would prevent the recurrence of such a disaster, they became aware as never before of the mutual involvement of mankind. The very appreciation of the losses of the war-devastated countries brought home to Americans, often for the first time, the immemorial needs of the so-called "underdeveloped countries," where almost every type of privation was the normal state of affairs. The fact that the Association's grants for women of the liberated countries of Europe were so soon followed by grants to women from some of the newly independent nations of the Orient, is fresh evidence of the extraordinary responsiveness of the fellowship program to the needs of the time.

But generous as this development of the fellowship program has been, there is nothing one-sided in its fruits. I have never forgotten the look almost of shock on the faces of an audience of AAUW leaders when one of the earliest of our postwar visitors told them that our country was the most powerful in the world.

It was a new position for us to find ourselves in, we who had been accustomed to the confidence of youth in the simplicity of liking and being liked. Suddenly we found ourselves with needs of understanding and being understood beyond anything we had ever dreamed of. Our international guests assumed, therefore, an importance to us and to our country that could hardly have been foreseen. Whether from Europe or Asia or Latin America, the visiting student or expert who came to our shores proved during her stay with us a source of constant information and illumination, and on her return, the most effective interpreter of our way of life. No form of American propaganda in other parts of the world could equal in sheer persuasiveness the voice of the native who had actually seen for herself.

The war had demonstrated the impressiveness of our productive power. In our meeting of the Communist challenge, we had plenty to say officially and unofficially of the benefits of free enterprise and of opportunity to use one's talents for the betterment of one's personal estate. What unhappily did not always receive as much attention was the American tradition of neighborly cooperation. The European expert who came to know the AAUW branches became familiar with elements of social concern and social enterprise to which the saga of our vaunted individualism had hardly done justice. From parts of the world where culture was too often regarded as the privilege of a caste, our visitors saw our branches struggling to make art and beauty available for the whole community. And where too often they were accustomed to leave the support of learning to government, they saw it here a matter of private initiative, and voluntary responsibility.

In another dimension, the history of these fellowships has reflected the larger history of our time. And that is that the nature of our civilization makes increasing demands upon our resources of training and creative intelligence. It is not only in the so-called "underdeveloped countries" that shortages of trained personnel are threatening. The problem of the highest use of our best intelligence is universal. That is why the contribution of the AAUW fellowship program at the end of these sixty-odd years is more needed than ever before. This history, therefore, is not only a record of great achievement, but an inspiration to the still larger undertakings that will inevitably be asked of us in the years ahead.

Helen C. White has served the American Association of University Women as president, as member of the Fellowship Awards Committee, and in many other capacities. In 1949 she received the AAUW Achievement Award. She is chairman of the English Department at the University of Wisconsin.

A PROPER SHARE . . .

*You have found a means of sending out scouts where
one cannot go in person, in the hope that later all men
will benefit by any pushing back of the boundaries of
the unknown which surrounds us on all sides.*

ROSEMOND TUVE

The fellowship program of the American Association of University Women is, so far as can be discovered, the oldest program of awards for advanced scholarly work in this country, aside from fellowships administered by the colleges and universities. From 1890 through 1956, the Association has made awards to 1,121 women of the United States and foreign countries. The purpose is to encourage women in creative scholarly work and to help them acquire training for effective professional service.

For Women Scholars, Incentives

IN 1890 LOUISA HOLMAN RICHARDSON, teacher of the classics at Carleton College, Minnesota, sailed for England. Her destination was Cambridge University, where she proposed to examine the intricacies of the use of the dative case in Latin in the writings of Propertius. The proprieties were fully observed: since she was to study at an institution for men, her mother accompanied her.

Along with her Latin books and her luggage, Miss Richardson took with her the high hopes of a daring band of innovators—the Association of Collegiate Alumnae. Only eight years old, the Association (later to become the American Association of University Women) had 1,275 members, alumnae of fifteen institutions. It also had the radical notion that women were endowed with brains and ought to use them.

At first the Association had expressed this conviction in efforts to open doors of colleges and universities to women students. But very soon the college alumnae who made up the ACA began to look beyond the bachelor's diploma in their aspirations for women. They were not content that women should be learners only; they wished to see women on faculties in the colleges and universities of the country, taking part fully in the intellectual life of their times. For such positions, postgraduate training would be necessary. How was it to be obtained?

Characteristically, the Collegiate Alumnae began by getting facts. At the second meeting of the Association, in 1882, a paper on "Opportunities for Post-Graduate Study" was read by Helen

Magill, the first woman in the United States to hold the Ph.D. degree. The information Dr. Magill had gathered was discouraging. As to quantity or quality, advanced work open to women—or indeed to men—in this country was almost *nil*. To quote the Talbot and Rosenberry *History*:

It was clear that not only were opportunities for genuine advanced work beyond the bachelor's degree exceedingly meager where women were applicants, but that at a time when the advisability of offering to women even an undergraduate course was challenged on all sides, courage and confidence were demanded, not only in the individual, but in the A.C.A. as an organized body, if the claims of women to the right of entering the field of higher scholarship were to be allowed.¹

Courage and confidence were not lacking in the ACA. There were young women among the membership who had already taken the pioneer step of studying at universities abroad. At meetings of the Association they reported their experiences. Expense was the great stumbling block. Promising young men were being encouraged with fellowships to take courses to fit them for college and university teaching, but young women had no source to turn to for aid in securing such training.

It was almost necessary to go to Europe for advanced work. Even for men in the early Eighties little was offered in this country in the way of sound graduate instruction. It was only in 1876, with the founding of the first full-fledged American graduate school, Johns Hopkins, that advanced courses in this country had begun to emerge from the "feeble and sporadic" stage. (See Appendix III.) In 1880 only forty-nine earned doctorates, all told, had been conferred by American institutions. At a time when advanced training for men was rare, for women to concern themselves with education beyond the B.A. was pioneering indeed.

At a meeting of the Association in 1888, Christine Ladd Franklin, a distinguished scientist and graduate of Vassar in 1869, came forward with a proposal that the ACA establish a European fellowship. The plan, to quote the *History* once more, "captivated the imagination of the audience." The obvious next step was taken: Mrs. Franklin was named chairman of a Committee on Fellowships which was authorized to raise funds for the project. Among the committee members were Ellen H. Richards (Vassar 1870), credited later with inaugurating home economics as a field of study,

¹ *The History of the American Association of University Women, 1881-1931*, by Marion Talbot and Lois K. M. Rosenberry; Houghton Mifflin, 1931. Pp. 143-45.

and Alice Freeman Palmer (Michigan 1876), who at twenty-seven had become the president of Wellesley College.

In the era of the bustle, the antimacassar, and the clinging vine ideal of delicate womanhood, the Fellowship Committee put out a statement that is still pertinent today. Writers on education for women who assume that the early advocates of college education for girls were chiefly concerned with proving intellectual equality with men will find little support in the announcement drafted by Mrs. Franklin. She makes no reference to men. She and her committee consider that the best interests of society and the individual are served when each person's intellectual endowment is fully utilized; they are concerned that women are not using nearly their full capacity of intelligence; they are acute in analyzing the reasons; and they propose a fellowship as a first modest step in encouraging women to develop their intellectual gifts.

This was their appeal to the Association's members:

The object of the Association in founding a European fellowship would be to enable some young women of marked abilities to continue their studies for a year or more under the most favorable circumstances. Women have now shown that they can take a college course without injury to their health and with great benefit to their intellectual powers. It remains to be proved that a college course will produce its natural fruits in the form of at least a handful of women who shall take a proper share in the intellectual activity of their countrymen.

There are plenty of women who are well educated; there are very few who are engaged in making additions to the world's stock of knowledge. We believe that this is not owing to any natural incapacity on their part. We believe that it is owing partly to their not having felt that it was expected of them, partly to the fact that the professors in many of their colleges are not themselves investigators, and hence cannot lead their students to become such, and partly to poverty, which compels them to do something for their own support immediately after leaving college. It should be the earnest aim of the Association to encourage aspirations towards a distinguished scientific career. on the part of its young graduates, and to this end your committee would urge the establishment of a foundation to enable at least one young woman each year to study at a foreign university.

It is true that we cannot hope to produce a race of investigators with so slight a means as a single fellowship, but we shall at least show our undergraduate students that we desire to recognize and, so far as lies in our power, to reward distinguished talent and industry. The fellowship should not be awarded except to a candidate who gives promise of actual distinction in her line of study. Our motive is not sympathy for girls who would like to study a little more; it is to offer an additional incentive to gifted women to become the guides and examples of the younger students, and to enable the few who are capable of doing the hardest kind of intellectual work, to aid in the long task of wresting knowledge from nature.

In due time the desired stipend of \$500 was raised, and Louisa Holman Richardson set sail for England, the first of a long line of women scholars to be aided and heartened in their search for knowledge by the support of the Association.

Year by year as the Association grew the number of awards increased and the program was enlarged to meet new needs.² International fellowships for women of other countries were added; and after World War II, international grants brought women of other lands to the United States to study. By 1956, AAUW awards had been given to 1,121 women of the United States and foreign countries. The recipients of these awards have conducted their studies in libraries and museums and laboratories all over the world; they have searched for scientific specimens in mountains and jungles, joined in desert excavations, and observed primitive peoples in far corners of the earth. Their investigations have ranged from the ionosphere to existentialism, from art to isotopes, from Egyptian papyri to the economics of the steel industry. And in all these enterprises the Association has given encouragement for the same reason that inspired its first award in 1890—the conviction that women could and should add to the world's store of knowledge and take part fully in the intellectual life of their times.

How women of modest means have worked in season and out to support this conviction is told in Part V. Those who deplore the “anti-intellectual” trend in America will find that record of practical idealism worth study.

Today in the United States we are assessing our intellectual resources, and anxiously measuring them against new needs. Enrollments in institutions of higher learning will soon be skyrocketing, as the generation of war babies reaches college age, and educators despair of finding the necessary teachers. Technical developments call for an ever increasing number of well trained scientists; and equally acute is the need for people broadly trained to help society meet the dislocations of the atomic age. In colleges and universities, in private enterprise, in government, predictions of requirements, and those already upon us, outstrip the supply of persons with advanced training. It is recognized that women constitute the greatest untapped resource to meet the need.

How the American Association of University Women for six decades has been helping to develop that resource, and to what effect, is told in the following pages.

² Growth of the organization was accelerated when in 1921 the Association of Collegiate Alumnae merged with the Southern Association of College Women to form the American Association of University Women. For convenience, the distinction between the ACA and the AAUW is not maintained in the following pages.

THE NATIONAL FELLOWS

A generous attitude toward free inquiry is, to my mind, a rough gauge of culture and I covet it for our country. The really highly civilized groups are not satisfied with the conserving of what is already known. They recognize the tentative nature of all knowledge and its constant need of revision, and they encourage the investigator as well as the transmitter of truth.

KATHARINE J. GALLAGHER
Chairman, Fellowship Awards Committee, 1935-43

The AAUW fellowship program has enriched this country's intellectual resources by encouraging gifted American women to equip themselves for first-rate scholarly work. In the period covered in the questionnaire study reported here (1890-1953) 431 recipients of the Association's fellowships, chosen in national competition, continued postgraduate work or independent research through the aid of these awards. Three-fourths of them obtained the doctor's degree before the award or later. Three-fourths went into college or university teaching and research; the list includes one college president, seven academic deans, ninety-seven full professors. Others have filled responsible posts in government and in industry, in other teaching and independent work. As the shortage of college teachers and research workers becomes more acute, the Association's expanding fellowship program is playing a valuable role in preparing women to help meet this country's deficit in trained personnel.

Policies and Selections

WHEN THE FIRST ASSOCIATION FELLOW WAS CHOSEN in 1890, the awarding of postgraduate fellowships to women was an untried venture, and the members of the Fellowship Committee had to chart their own course.¹ From the beginning they proved to be far-seeing and tough-minded. There were no compromises with Lady Bountiful sentiment nor with geographical pride. "Our object," said the committee in its first announcement, "is not to expend the fund as a source of charity to some poor girl whose case is a deserving one and who may have a hard lot if she does not get a fellowship. It is to secure absolutely the best girl that can be found in the country, for original gifts, for previous opportunity of training them, for energy, power of endurance, and health."

Scholarship, Unrestricted

Only quality was to count. Geographical distribution of awards, distribution by institutions or by subjects, were ruled out: "The most desirable candidate shall be chosen each year without any reference to equal distribution between the different sections of the country, nor among the different colleges represented, nor among the different branches of learning."

¹ The first institution in the United States to award a fellowship to a woman was Cornell University, which gave an award to Harriet E. Grotecloss in 1884.

Throughout the course of the fellowships the Association has held to this policy of "no strings attached." In 1929, when plans for the Million Dollar Fellowship Fund were laid down, the Board of Directors approved a statement "that the American Association of University Women cannot administer fellowships which are conditioned or restricted as to the ways in which they shall be awarded." That has continued as the official policy.

Each year a committee of eight established women scholars meets to select the fellows. They are women whose experience and standing in the academic world assures sound judgment and respect for their selections. Typically, the committee members are full professors—often chairmen of their departments—or academic deans. They represent as far as possible the major fields of the fellowship applications.

NATIONAL FELLOWSHIP AWARDS BY DECADES

1890–1953

Because five of these awards were given to previous fellowship holders, the total number of awards is greater than the total number of fellows (431). The figures given below include two fellowships given by the Western Association of Collegiate Alumnae before that organization joined the Association in 1889. (See Appendix II.)

Period	No. of Awards
Prior to 1900.....	24
1900–1909	13
1910–1919	37
1920–1929	67
1930–1939	70
1940–1949	134
1950–1953	91
<hr/>	
TOTAL 436	

The members carry heavy teaching loads, and the days—and nights—of weighing the merits of the various applicants must be worked into schedules already crowded. But in spite of the intensive work required, committee members testify that this is one of the most enjoyable assignments they have ever had. One reason is the policy of unrestricted fellowships, a policy which committee members find it a satisfying privilege to administer.

The story told of one new member of the committee is significant. Troubled because two equally matched candidates in her field came from the same institution and the same department, she

asked the chairman for advice. "What shall I do? I can't decide which one to put forward." "Why not both?" the chairman suggested. The new member's surprise to find that she was completely free to concentrate on the candidates' ability was a comment on the rarity of such procedure.

To be considered, a candidate must present a high undergraduate record, and beyond that, evidence of ability to do superior independent work in her field, and the purpose and personal qualities that are likely to produce a true scholar. The proposed fellowship project must be definite and practicable; it must carry the endorsement of scholars competent to judge; and the committee must be assured that the candidate is equipped—academically and from the standpoint of health—to carry out her plan.

Competition for the awards is keen. One reason, of course, is the fact that women so often find themselves at a disadvantage when they apply for fellowships open to both men and women. Another is the fact that the Association's standards are well known, and there is a recognized distinction in winning an AAUW award over and beyond the financial value of the fellowship.

The Geographical Factor

The largest number of fellows have been graduates of institutions in the East, and by birthplace the largest numbers have come from the North Atlantic area. The South and West have consistently had the lowest proportion of fellows. When members from these regions ask "*Why?*" the Awards Committee points out that this is the pattern of the applications as well as the awards. The committee has been deeply concerned about this imbalance, and has continually urged, "Encourage more well qualified applicants from other sections of the country." That effort has led to some improvement in recent years.

The problem is a common one among fellowship-granting agencies. A 1954 conference sponsored by the Committee on Interchange of Persons discussed the uneven geographical distribution in the selection of Fulbright exchanges to go abroad—a distribution of applications and of grants quite similar to the AAUW's.² A study of the situation made it clear, it was reported, that the primary cause was the fact that colleges and universities and

² *Educational Exchanges. Aspects of American Experience.* Report of a conference sponsored by the Committee on International Exchange of Persons of the Conference Board of Associated Research Councils; published by the National Academy of Sciences—National Research Council, 1956. Pp. 25-26.

student enrollments are not evenly distributed in the various states, and a contributing factor is the concentration of research facilities and specialized scholarship in the larger institutions.

For AAUW fellowships, another factor operates. Most women's colleges are in the northeast area, and it is in such colleges that women scholars have found the most favorable opportunities for employment and advancement. By precept and by example these women faculty members encourage their students to take up scholarly careers, and it is not surprising that numbers of such students turn to the AAUW for help. In institutions where women students see little evidence that the life of a woman scholar is rewarding, they are not likely to have enthusiasm for going on to advanced work, and there are few to apply for fellowship aid.

One chairman of the Awards Committee put the committee's problem to members of the Association: "We have to take the best. You do not wish us, simply for a geographical distribution, to reject the finest candidate to apply because this year we wanted to choose one from another state. You would not yourself do it. Put yourself in our place." And the members have agreed.

The Fellows' Subjects

Since the Association does not limit the field of study, AAUW fellowships have contributed to the widest possible range of subjects. The national fellows, numbering 431 from 1890 through 1953-54, have been fairly evenly divided among the three major areas of study. The largest number, 36 percent, have worked in the humanities. The natural sciences are a close second, with 35 percent; the social sciences, 29 percent.

The choice of subjects has varied with the times, and is affected by war and depression and other less obvious factors, as a later chapter shows. In 1955 the Awards Committee reported:

We find among this year's awards subjects that are of immediate topical interest, such as Far Eastern international relations, the effects of crime movies on delinquency; gerontology and social welfare; endocrinology, the social status of women, and changing concepts of marriage; the measurement of personality factors; and these topics range from Texas water rights to contemporary poetry. But we also find topics of timeless significance that throw light on the American past, on French, German, or English political traditions, on Renaissance music, on English literature—even on the universe around us.

The full list of subjects studied and the numbers in each is given in Appendix VI.

Decidedly, history and English have been the most popular. These have been the leading fields:

Subject	No. of fellows
History	64
English and English literature.....	59
Zoology	38
Modern languages and literature.....	34
Chemistry	25
Art and archaeology	21
Botany	20
Physics	18
Psychology and education.....	17
Philosophy and religion.....	16
Mathematics	15

The policy of offering fellowships without restriction as to subject gives rise to the inevitable question: "Why are fellowships given for such impractical subjects?" In answer, Katharine J. Gallagher, chairman of the Awards Committee, told the 1935 AAUW convention:

It is difficult to rouse the citizens of the American equivalent of Medicine Hat to ecstasies of enthusiasm over some of the subjects to which fellows must of necessity devote themselves, and yet these subjects must stand as they are. It is part of the spiritual value of a piece of research that it should rest soundly upon available proof and that it should be of such scope that fruitful results are possible. Many of the so-called practical problems which some of you might substitute for the seemingly recondite subjects which these fellows have undertaken are in reality the most visionary subjects of all. You might suggest, for instance, that a student be set to solutions for the depression or abolishing inordinate nationalism. You would throw away the Association's money and waste the student's year.

But, you may ask, are there no practical problems which can be undertaken when society has so many needs? Doubtless there are and many of the problems at which you scoff are more practical than you know. The immediate application of a piece of study to one of the world's needs is not, however, a test of its intellectual value. The questions that one should ask oneself have nothing to do with the practical or impractical nature of the problem—although there is no reason whatever why a problem may not be practical. The questions should be—will this piece of research enlarge the field of knowledge, and does it give an opportunity for that sort of accuracy and independence of thought that brings intellectual light? In the long view it is knowledge

and intellectual integrity which are the most practical assets for any civilization.³

Later events often have demonstrated how impossible it is to predict what will be "practical." One example was a fellowship awarded in 1946 for study of the influence of Islam among primitive tribes in West Africa. The method, combining music and anthropology, was to search for traces of Islamic influences in the music of primitive African tribes. An indignant letter protested: "The world is in ruins, and AAUW gives fellowships to study primitive music in Africa!" Today, with Africa seething and explosive, no one who can read the morning headlines would question the value of a study that throws light on the mingling of cultures to be found there.

But Dr. Gallagher warned against defending fellowship topics on the ground that they may later prove to have unsuspected utility: "I will not temporize with our principles by trying to prove to you that subjects are practical when we do not always recognize them as such. The test is rather the intellectual value and the intellectual quality that develops out of a piece of research."

Experience has confirmed the wisdom of avoiding specific requirements. Times change, and provisions that seem wise in one generation may defeat their own purpose in the next. During World War II, the Awards Committee encountered just such an instance. The Sarah Berliner Fellowship was established in 1909 by Emile Berliner, scientist and inventor, and later given to the Association for award. Because he believed "that physics, chemistry, and biology are by far the most important sciences for helping to increase the happiness of mankind," Mr. Berliner specified that the holder should work in one of these subjects; the doctorate was to be required. These provisions seemed broad enough not to be inhibiting, but during World War II almost everyone who had a doctor's degree in physics, chemistry, or biology was needed for war work or for teaching, and there was one year when only a single qualified applicant for this fellowship appeared.

From time to time the Awards Committee has received proposals that fellowships be given for some special piece of work in which AAUW members are interested—child development, school finance, consumer problems, the education of women, world peace. When such suggestions are made the committee reminds the proponents that fellowships are given to *develop people*, not to get a piece of work done, and further, that the AAUW requires that

³ "University Women and Creative Scholarship," by Katharine J. Gallagher, *Journal of the American Association of University Women*, October 1935. Reprint.

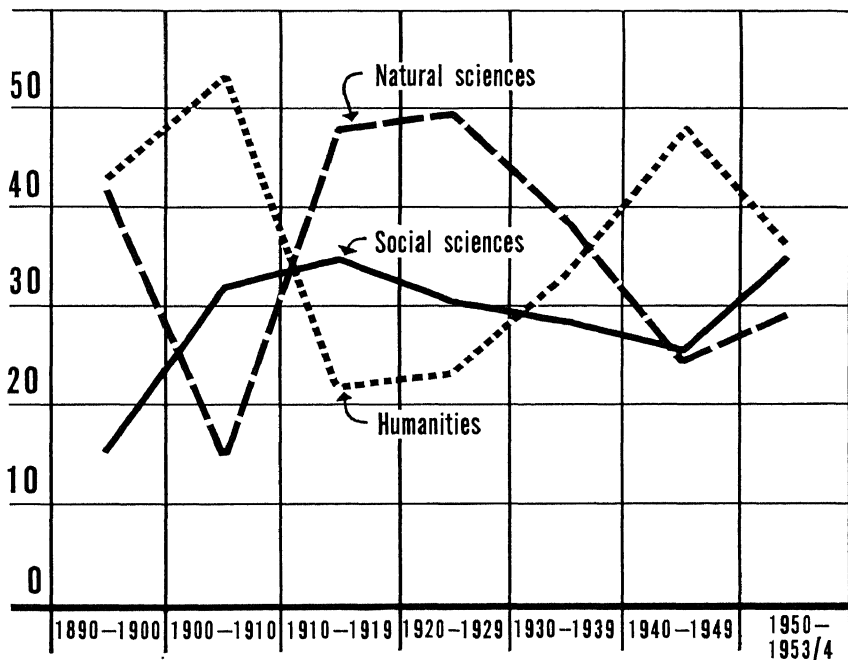
"The candidate must show promise of distinction in her field." If a superior candidate in the specified field applies, she will win a fellowship, and if she is not superior the Association would not want to sponsor her. Chairman Hope Hibbard, recognizing this problem, explained to the 1949 convention:

Our purpose is to encourage basic scholarship, assist women scholars, extend the influence of every fellowship as far as possible through each fellow's subsequent contacts with students and colleagues. If any members of the Association feel that more emphasis should be placed on certain fields, the way to bring that about is to encourage qualified applicants in those fields.

The same reasoning has sometimes led the Awards Committee to decline to award fellowships offered by other groups which carried special provisions that were too restricting. The committee at times has stretched a point in order to cooperate with groups that wished to make use of the AAUW machinery for selections, but in some cases the specifics attached to the offer could not be

FELLOWS' FIELDS OF STUDY BY DECADES

431 fellows, 1890-1953



squared with the Association's policies. One such instance was a fellowship offered in the Thirties with the proviso that it should not be used for work in "partisan politics and propaganda." The chairman of the Awards Committee pointed out that the interpretation of "partisan politics and propaganda" might easily be a matter of dispute, and in practice this would rule out research in economics, politics, history, and even some subjects in art and literature. She also noted that to publish such a stipulation would imply that AAUW fellowships not so restricted *are* given for partisan politics and propaganda. Although she suggested that the Association would gladly sign a written agreement to use special care to exclude propaganda from this award, the offer was dropped.

As to the value of the candidate's proposed fellowship project, the committee bases its judgment on the appraisal given by experts in the field. The candidate's plan for the fellowship year must have the endorsement of such scholars, as giving promise of a contribution of value, if it is to win the Awards Committee's approval.

The Association's members, who carry the burden of raising the funds for the fellowship program, heartily support the fellows' freedom in selecting projects. Few convention addresses have been so enthusiastically received as that of Rosemond Tuve, recipient of the Achievement Award, who told the 1955 delegates:

Scholars look up things they don't know the precise usefulness of, just because they want to know them. I would warn you, if I didn't think you knew it already and acted on it, that this odd activity is what you have to work your fingers to the bone gett'ng money for. Your faith has to be in the great postulate that there are relations between things which it is good for us to find out, because in the great superweb of truth a knowledge of multitudinous relations will sometime lead someone to see *pattern*. To see that pattern, significance, what we call meaning—that is the end, in itself.⁴

As Dr. Tuve went on to plead for support of "impractical" research, the delegates interrupted with applause.

Places of Study

The Association's non-restrictive policy is applied not only to subject but to place of study. The fellows have been free to go wherever the best opportunities for their work were to be found. The committee scrutinizes the fellow's plan carefully—is it feasible? is the proposed place of study suitable?—but it does not prescribe.

⁴ "The Race Not to the Swift," by Rosemond Tuve, *Journal of the American Association of University Women*, October 1955. Reprint.

Such a policy has made it necessary to rule out fellowships to be held at a specified place. By the time a candidate has reached the stage where she can be considered for an AAUW fellowship she usually must work with a certain scholar at a particular institution, or she must go where she can have use of facilities or resources needed for her special study. To find an applicant who could transfer to some institution named by fellowship donors would almost certainly mean passing over better candidates who had other plans under way—and again, it is the best candidate that the Association has sought to help.

Given freedom to choose their place of study, 56 percent of the American fellows have carried on their fellowship research in this country and 44 percent have gone abroad for their fellowship year.

The largest group who went abroad have followed in the footsteps of the first fellow and studied in Great Britain. France, Germany, Switzerland, and Italy have come next, in that order. But Europe has not claimed them all. A dozen have worked in Latin American countries,—Mexico, Guatemala, Peru, the Argentine, and Chile. Holders of AAUW fellowships have gone abroad for research in marine biology in Japan, in bacteriology at the Pasteur Institute in Algeria, Jainism and Sanscrit in India, fiscal policies in New Zealand, anthropology in Syria, and ancient sculpture in Egypt and Greece. Several have studied in Canada, three in Alaska, two in Hawaii.

Age of the Recipients

No age limits have been set, but the questionnaire study of fellows through 1953–54 (see Appendix I) showed that 70 percent were under thirty-five when they received the fellowship; 50 percent were under thirty. At least since 1910, in each decade there has been a sprinkling of fellows over forty, and the proportion has increased in recent years.

Since 1940 there have been ten awards to fellows over fifty—two of them in their sixties. These awards reflect the concern of the Awards Committee for the mature woman scholar who has continued her research and could complete a piece of creative work, given a respite from teaching duties and the means of travel to needed facilities or first sources. In 1949 the announcement listed

two fellowships of \$2,000 earmarked especially "For the more advanced scholar." These were the first of a type of award that soon increased in numbers and in size of stipend.

Institutions, Degrees, and Timing of Awards

Just over half—51 percent—of the fellows have been graduates of coeducational institutions; 43 percent hold their bachelor's degrees from colleges for women. (Six percent from foreign institutions, or unknown.)

State universities and other publicly supported institutions account for 29 percent.

While the larger institutions have the advantage in numbers, the smaller colleges too have produced students who won out in the stiff competition for AAUW awards. Seventeen awards have gone to graduates of women's colleges with fewer than five hundred students.

The first Fellowship Committee announced that "Other things being equal, preference shall be given to graduates of not more than five years standing."

Later the committee investigated the aid available to the woman postgraduate student, and concluded that a good deal of assistance is offered in the early stages of graduate work, through fellowships and scholarships maintained by many colleges and universities, but there is much greater difficulty in securing assistance to complete the dissertation or to continue research after the Ph.D. degree has been obtained. Accordingly, since 1932 the fellowship announcement has stated that fellowships are granted "*in general* to candidates who have already received the degree or who will have fulfilled all the requirements for the degree except the dissertation by the time the fellowship year begins."

The committee has found this policy good, not only from the standpoint of the advanced student's greatest need, but also with a view to judging the candidate's probable contribution as a scholar and her devotion and stick-to-it-iveness. By the time a student has fulfilled all the requirements for the doctorate except the dissertation, she can be judged on the basis of accomplishment rather than untried enthusiasm.

The doctorate or similar advanced degree was held by 35 percent of the fellows at the time of the award. Forty-one percent reported that they had secured the doctorate after the fellowship award. Thus in all, 76 percent of the fellows ultimately held the doctoral degree.

Almost unanimously, the fellows say that the award came at the right time. A scientist who used it to complete her doctoral dissertation wrote:

The final stages of progress toward a higher degree are in many ways the hardest, and the financial obstacle is far from the least. There are only two ways to handle the situation: either to break graduate training into several stretches interspersed with periods of employment or to try to work and study simultaneously. Neither is satisfactory, and the more devoted the student is to her studies, the more frustrating it is to have to interrupt them periodically or to share them constantly with the demands of a job.

But how an AAUW fellowship changes all this! A substantial sum of money placed at the student's disposal can be allocated among her various needs as she sees fit. Hours and energy are freed for the pursuit and full enjoyment of her studies. It is an experience hard to describe but wonderful to have. Its value and meaning for the graduate student are greatly enhanced by its timing, which is a supreme asset.

Even the same amount of money at an earlier stage would not play so significant a role in her progress. Timed to see her around that last big bend in the road, the fellowship places her on the threshold of her professional career. To those of us who have seen this goal come within our grasp with the aid of an AAUW award, such assistance has made a difference that words cannot convey.⁵

A letter from a museum curator in her fifties tells something of what a fellowship can mean to the more advanced scholar. After a field trip in Mexico and Guatemala, studying the ancient Toltec culture, she wrote:

I wish I could convey my true appreciation of the fellowship. Words are utterly inadequate to give you an idea of the enrichment this has meant in all aspects of my life.

It came at exactly the right time, when I was bringing my research to its conclusion and needed a few further details, when I could get sabbatical leave, and when I was ready to initiate certain new studies. It made possible the filling in of gaps in my knowledge of Mexican and Guatemalan anthropology, in my own particular field of research; has allowed me to strengthen old and make new personal contacts in these two countries; and, particularly, has brought my studies of the Toltecs to a point where a well rounded publication may now be presented. It is most satisfying to know that my project accomplished something positive, and that I did succeed in obtaining formerly unknown facts as well as material evidence.

Stipends and Living Costs

A fellowship, as the AAUW has defined it, has meant an academic year in which the fellow is free to concentrate on her research, without financial worries and without interruptions for earning.

⁵ "The Timing of Our Fellowships," *Journal of the American Association of University Women*, May 1955.

It might seem that the early stipends of \$500 could scarcely have met that ideal, but Dr. Florence M. Fitch, who held an award in 1902–03, wrote fifty years later that she had financed two years of study abroad on savings from three years of teaching when her average salary was \$550. At that rate, the Association's \$500 European Fellowship must have seemed ample.

But with the rising cost of living after World War I, it became obvious that the \$500 stipend was no longer sufficient. By 1920, the awards had been increased; they ranged from \$600 to \$1,000. Six years later, the AAUW stipends were uniformly \$1,500, an amount set with a comfortable sense that this was a generous provision. But with World War II, inflation increased costs, and after 1945 many members who were themselves caught between fixed teachers' salaries and rising expenses became concerned that the AAUW's stipends no longer spelled freedom from financial cares. By 1956 the minimum for all AAUW national fellowships had been raised to \$2,000, and several larger awards, from \$2,500 to \$4,000, were offered.

Policies Extended to International Awards

The policies described here were developed for fellowships awarded to American women. For the international fellowships and international grants which came later, some adaptations were made, as will be seen. But in the awards to women of other countries the general spirit of the national fellowship policies has prevailed—search for the ablest, most promising candidates, and focus on an experience that enriches and develops the powers of the individual.

Professional Achievements

“PROMISE OF ACHIEVEMENT” IS THE BASIC TEST in selecting AAUW fellows. How far has that promise been fulfilled? How have the fellows fared in seeking the appointments to college and university faculties and other responsible posts which founders of the program coveted for them? To what extent have they contributed to education and to society?

Only a part of the answer can be given now, for more than half of the fellowships covered in this study were granted after 1940—a fifth since 1950—and the careers of most of these later fellows are still “unfinished business.” Even so, it is clear that the AAUW fellows have added substantially to the record of women’s achievements, and to our culture. They have had first-rate careers as investigators and as teachers and in other responsible posts. They have, as the founders of the program hoped, made additions to the world’s store of knowledge. The word “distinguished” is not to be used loosely, but by the most exacting standards a good number of the fellows have earned it. Others, whose heavy schedules have ruled out the kind of creative work that brings recognition, have made vital contributions in day-to-day teaching and investigation.

In sketching the professional achievements of the fellows, two sources have been used. First, the records of the Association, which on some points cover all of the 431 national fellows for the years of this study, 1890–91 through 1953–54. Second, the questionnaire which was sent in 1954–55 to living recipients of AAUW

awards, as described in Appendix I. The returns give a fairly adequate picture, for 90 percent of the living fellows replied—81 percent of the total number.

Employment After the Fellowship

After holding the fellowship, 95 percent of all fellows engaged in professional work.¹ The 5 percent with no record of paid employment include homemakers who have had no careers, students, and those for whom no information is available.

NATIONAL FELLOWS—EMPLOYMENT AFTER FELLOWSHIP YEAR 404 fellows, 1890–1952

Type of Employment (peak rank or position)	No.	% of Total
Education		
Colleges and universities	295	73
Other	9	2
Total teaching	304	75
Government (all levels, including international)		
Other employment	29	7
Other employment	52	13
No employment (homemakers who had no professional career after the fellowship, students, and no information)		
	19	5
TOTAL	404	100

Few of the unmarried fellows report any interruptions in their careers, except for research or study. Five of the questionnaire respondents report that they took time out for more than a year to care for parents or other relatives; six for reasons of health; four because of unemployment in the depression years. With these exceptions, the unmarried fellows report no breaks of more than a year in their professional work and almost all were employed in fields in which they had had their advanced training. The married are discussed in the following chapter.²

¹ The figures on employment in this section, unless otherwise noted, are for all fellows through 1952–53, including the deceased—a total of 404. The 1953–54 fellows have been omitted, as they had scarcely had time to establish themselves professionally when the study was made. The data used represent “peak employment”: those who were homemakers or retired at the time of the questionnaire are listed according to the highest level of employment they attained.

² When the questionnaire study was made, the returns (excluding the 1953–54 fellows) showed 17 percent married and unemployed *at that time*. Many had had some professional career earlier.

Almost three-fourths of the AAUW fellows hold or have held positions in colleges and universities. Two percent went into other teaching, 7 percent into government posts, and 13 percent into other employment,—industry or commercial enterprises, free-lance writing and independent research, the practice of medicine, law, etc.

Of the 295 fellows who found posts on college and university staffs, more than half attained senior rank,—13 as administrators, 97 as full professors, 42 as associate professors. These are the peak positions reported:

	No.	% of 295
Administrators	13	4
Professors	97	33
Associate professors	42	14
Other college and university teaching. .	112	38
Research	29	10
Librarians	2	1
TOTAL	295	100

Forty-eight, or 16 percent of those on academic staffs, became chairmen of their departments.

The administrators include a college president, seven academic deans or deans of a college or school, and five deans of women.

As was to be expected, the fellows in academic life have found their most favorable opportunities in women's colleges. Among the fellows who answered the questionnaire, 38 percent of those on women's college faculties were full professors, while 25 percent of those in coeducational institutions had attained that rank.

The 7 percent of the fellows who have made careers in government positions are found at all levels—local, state, national, and international. While the percentage in government employment is small, those who hold such appointments have fared exceptionally well, as the figures on salaries given later indicate.

The Publications Record

When Radcliffe College made a study of its Ph.D.'s, the number of publications was used as one measure of achievement.³ While quantity of publications is hardly a reliable standard, it does give

³ *Graduate Education for Women. The Radcliffe Ph.D. Report* by a Faculty-Trustee Committee; Harvard University Press, 1956. Pp. 40-42.

some crude measure of productivity. The categories used in the Radcliffe study are:

extensive—two or more books or twenty or more articles

considerable—one book or ten to nineteen articles

limited—three to nine articles

occasional—one or two articles

The analysis is limited to writing “which bears a reasonable relation to graduate training,” and book reviews are not included.

PUBLICATIONS RECORD

*323 AAUW Fellows (questionnaire respondents
through 1952-53)*

Publication	Fellows	
	No.	%
Extensive	72	23
Considerable	67	21
Limited	59	18
Occasional	47	14
None	78	24

On this basis, nearly half (44 percent) of the AAUW questionnaire respondents had published either “considerably” or “extensively.” Since more than half of the fellows received their awards after 1940, many more publications may be expected.

Figures on Earnings

As was to be expected, salaries increase with each decade of experience. Salaries reported by 209 fellows who listed their earnings are highest for the 1920-29 group—those who had averaged nearly thirty years of professional life since holding the fellowship and were at the peak of their careers when reporting:

Year of Award	No. Reporting	Median Salary
1920-29	29	\$7,250
1930-39	40	6,334
1940-49	74	5,250
1950-53	49	4,595

Only seventeen who held awards before 1920 reported earnings—a number too small to be significant. These are the salaries reported in 1954-55, except that the retired are listed at their top figure. The date should be borne in mind, in view of later salary increases in many institutions.

In the highest salary bracket—over \$8,000—there are twenty-two fellows, or 10 percent of those who gave figures on salaries. Of the twenty-two, twelve are in academic posts; four in government; six in other research, etc. Government positions have been more favorable, salary-wise, for the fellows than academic posts. Only 7 percent of all national fellows are in government positions, but over a fourth of those reporting salaries above \$8,000 receive their checks from units of government at various levels, including the international.

Salary comparisons are difficult, but it is interesting to note that Ruml and Tickton estimate the median salary of the full professor in large land-grant institutions in 1953 at \$7,000.⁴ For the same year the median for salaries reported by forty-one AAUW fellows who were full professors at that time was approximately \$6,850. These fellows were in all types of universities and colleges, not simply in land-grant institutions. These 1953 figures at least suggest that the fellows who reach professorial level are receiving salaries in line with those of a group that is preponderantly men.

Honors and "Firsts"

Thirty-seven of the fellows have been listed in *Who's Who*; six were starred in *American Men of Science* as among the thousand foremost American scientists (the practice of starring was discontinued after 1944); twenty-four have received Guggenheim fellowships since the AAUW award, and three of these received second Guggenheim awards. Fifteen of the questionnaire respondents mention Fulbright grants; and other fellowships and grants too numerous to list are reported.

Four times the British Academy has awarded to an AAUW American fellow the Rose Mary Crawshay prize, given for an outstanding work in English literature by a woman.

At least fifteen of the fellows have received honorary doctor's degrees, and one, President Aurelia Henry Reinhardt of Mills College, was honored with seven such degrees. Emma P. Carr holds three. Several have received "distinguished alumnae" citations from their colleges.

A number have conspicuous "firsts" to their credit:

Nellie Neilson was the first and so far the only woman president of the American Historical Association.

⁴*Teaching Salaries Then and Now*, by Beardsley Ruml and Sidney G. Tickton; Bulletin No. 1, Fund for the Advancement of Education, 1955. Page 32.

Emma P. Carr received the first award of the Garvan Medal, given by the American Chemical Society for distinguished work by a woman in chemistry.

Ruth L. Kennedy, who lectured on Spanish drama at the Universities of Oxford and Cambridge, was the first American woman invited to lecture at either institution.

Bertha Haven Putnam was the first recipient of the Haskins Medal, given for the best research on a medieval subject published during the preceding two years. Dr. Putnam and Hope Emily Allen are two of the three or four women who are Fellows of the Medieval Academy.

Katharine C. Balderston was one of the first two women to be invited to the Huntington Library as Visiting Scholar.

Various other honors give testimony to special achievement. Edith Abbott was president of the National Council of Social Work; Dorothy W. Atkinson of the American Medical Women's Association; and Harriet E. O'Shea of the International Council of Women Psychologists.

Three of the fellows—Ruth J. Dean, Helen E. Patch, and Dorothy Mackay Quynn—have received the decoration of *Officier d'Académie* from the French Government for their contributions to understanding of French culture. Hazel D. Hansen, archaeologist, was made an honorary citizen of Skyros, Greece; and Ruth E. Grout received a special plaque from the City of Paris for her work in public health education.

The first of the fellows, Louisa Holman Richardson (Mrs. Everett O. Fisk), received an honorary doctorate from her alma mater, Boston University, and the building of the Boston University Women's Council (which she founded) is named in her honor. She was a trustee of the university for thirty-two years. Lewis and Clark College named a new laboratory for Florence Peebles, who had been head of the Department of Biology.

Elizabeth F. Flower, who as fellow studied philosophic ideas in political action in the Argentine and Mexico, has been honorary lecturer at universities in Colombia, Chile, "and in almost every other Latin American country."

At least two fellows—Bertha Haven Putnam and Constance E. Hartt—received fellowships from other sources that had never previously been given to a woman.

Neither statistics nor lists of honors give a three-dimensional picture of the contributions the fellows have made. In the following chapter some of their individual stories are sketched briefly. They offer ample evidence that the intellectual life of America would

have been much poorer if these women had ended their training with the baccalaureate degree.

The Part Played by the Fellowship

Just how much credit should go to the fellowships for the contributions the fellows have made to education and to society it would be impossible to say. For each fellow the award was only one element in a long preparation; but often, as the recipients themselves say, the encouragement of the fellowship, coming at a critical time, was the decisive factor.

For many of the fellows the award meant entry into the ranks of college and university teachers. Over and over, the fellows report, "The award made it possible for me to obtain the Ph.D. Without it I could not have gotten my present position."

Some say the degree never would have been secured without this help on the "long haul." One fellow comments, "I might never have been able to stand the strain of many years of teaching and study under pressure." A successful college teacher writes: "Without the fellowship I should have had to abandon graduate work entirely and return to stenographic work. With it I was able to complete my Ph.D., enter the college teaching field, and build up the experience and research necessary for a good standing in the academic world."

An English scholar whose work has won international recognition writes of the release which the fellowship brought in the desperate jobless days of the depression:

It was simply beyond price, both in the opportunity it provided and in the prestige which the fellowship gave me—a prestige which made it certain that the university would find employment for me so that I could finish getting my degree there. I am sure that I would be unhappily keeping house today and not happily and successfully teaching if the AAUW fellowship had not come at that most critical time.

In opening up employment opportunities, the fellowships have contributed in a way that the founders of the program could hardly have envisaged. "The distinction of the award itself," says an outstanding young English scholar, "was responsible, I am sure, for several offers of teaching positions." "I have found that employers regard holding an AAUW fellowship as a mark of distinction," is a typical comment. "I have discovered," writes an economist who holds a particularly interesting post, "that AAUW awards have a special value because of the general reputation of high standards attached to them."

Some who already held positions in the academic world found that the work of the fellowship year contributed to advancement. "The fellowship was valuable beyond all estimate," writes an academic dean. "I'm sure the pending publication of my book (with which the AAUW fellowship assisted so greatly) had a great deal to do with my securing the deanship."

Sometimes the results were intangible. A full professor in a great state university writes:

The fellowship gave me time, when I needed it, to complete somewhat sooner a book that is certainly of first importance in my scholarly and professional standing. Since I was already a permanent member of the department, the fellowship did not secure my position; neither did it, as far as I know, improve my salary. Its effect was more indirect, in that it perhaps went in my favor with the older members of my department and with the Dean of the College, and hence added to that intangible of "reputation."

Not only have the fellowships helped to train and establish more women as college and university teachers; they have helped to produce more teachers who follow their calling with zest and enthusiasm and broad perspective. This is particularly evident in comments of those who have held post-doctoral AAUW fellowships. An English teacher on the senior staff of a large state university notes that the fellowship was a stepping stone to her present position, and adds: "The intangible rewards are even greater. My teaching has been better, I am sure, because of my study abroad. My own understanding and appreciation have been enriched in a way that cannot be measured."

Another post-doctoral fellow writes of her experience: "In the five years after completion of the doctorate, very often teaching has absorbed one's time and energy and there is a deep frustration when one feels that nothing else is being accomplished or is likely to be accomplished unless one gets uninterrupted time. After a fellowship year one returns to teaching with new zest."

A young professor of history says, "I consider the fellowship as valuable as the doctorate. It has given me the advantage of entering my teaching career with a much richer background, the research experience of using the finest sources of the European field, and prestige and 'mellowing' of post-doctoral research."

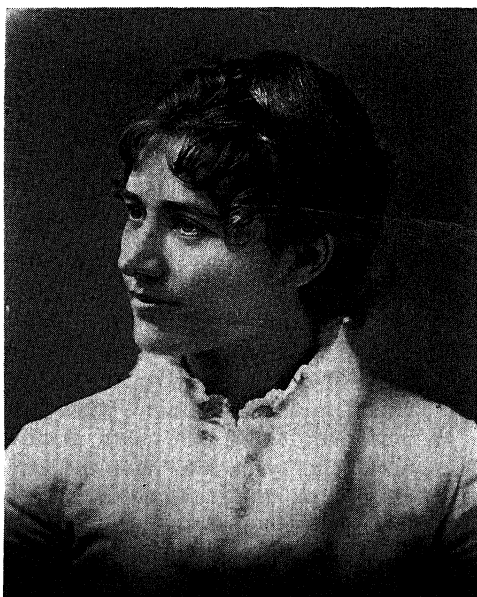
Some of the fellows think of the award as having set their feet on the path of scholarly research. A physiologist, looking back on a productive career, says, "The fellowship gave me an incentive for research which has led me to engage in research and to encourage others to do so ever since." A young cytologist writes: "The opportunity to give my undivided attention to research for a year



*Mrs. Alice Freeman Palmer,
president of the Association,
1885-87. The first memorial
fellowship was established in
her memory.*



*Dr. Margaret E. Maltby,
European Fellow, 1895,
chairman of the Fellowship
Awards Committee, 1913-24*



*Miss Louisa Holman
Richardson, the Associa-
tion's first fellow, 1890,
student at Newnham College,
Cambridge, England*



*Miss Marion Talbot,
founder of the Association,
president, 1895-97, leader in
the fellowship movement*

was a rewarding experience which gave me a better understanding of the research attitude and I hope it will make a better researcher of me." A professor of philosophy says: "Without the fellowship I most probably would not have done any of the research I have published. It enabled me to start developing central ideas."

A number of fellows write of the "chain reaction" started by the award. An associate professor at a state university, who has received a Guggenheim fellowship and one from the American Council of Learned Societies, says, "The AAUW fellowship was the first, it opened the door."

A young teacher of the fine arts writes, "The fellowship tipped the scale, and then the effects multiplied." She goes on to enumerate:

It established me in my own eyes, in the graduate school, and in the eyes of my family. It allowed me to write an article from my master's thesis, which was instrumental in getting me another grant in the later phases of the doctoral dissertation. It enabled me to go abroad, where I made contacts that led to my being drawn into the preparation of an important series of publications. All this together got me my present position.

Beyond the confidence which the fellowship fosters, there is a sense of obligation that, as one fellow puts it, "is an inspiration to contribute something to justify the award." Others say of this incentive: "The fellowship made me increasingly aware of my responsibility to help pave the way for women who are to follow me." "For the graduate student the recognition and encouragement of her efforts are frequently more indirectly fruitful than the financial grant which helps solve her material problems. Such an award leaves a lasting sense of responsibility for the enrichment of educational opportunity for oncoming generations of students."

The experiences of the fellows have been varied, but all would concur in this briefest comment, from a distinguished English scholar: "The gift of Time and Peace is not a small gift."

When Women Enter a Man's World

A strong reason back of support for the AAUW fellowship program has been recognition of a simple fact: that given prevailing attitudes and habits, a woman has had to be better than a man in order to compete for positions of responsibility. To discover how far this situation has prevailed, the questionnaire that was sent to AAUW fellows asked: "What obstacles, if any, have you encountered as a woman in your professional progress?"

Excluding the fellows of 1953–54, who for the most part were just beginning their professional progress, approximately a third of the questionnaire respondents (112) answered the obstacle question with “None,” or “None of any consequence.” Half (160) reported special obstacles or difficulties. The rest (51) gave no answer.

The handicaps described by the 160 are familiar:

1. *Men are preferred when appointments are being made.* This is considered largely true in the coeducational universities, and increasingly in the women’s colleges. “I have had department chairmen tell me frankly that they would hire a man—any man—first, before hiring a woman,” says one fellow. “Even the women’s colleges are guilty of this, and the situation seems to be getting worse.”

2. *There is a salary differential in favor of men.* A substantial number found this true. Part of the difficulty, they note, springs from the fact that administrators take it for granted that a man has dependents to support, whereas a woman has only herself. Yet 100 of the fellows, answering a question on this point, state that their careers have been affected by the care or support of parents or other relatives (not including husband or children). The burden falls most heavily on the single women: of the fellows who report responsibility for parents or others, 87 are single and 13 married.

The financial effects of family responsibilities may be indirect. For some, concern for parents limited choice of location and made it necessary to forego a better offer. Others have devoted vacations to older people instead of using them for work which would further their careers. Five found it necessary to give up their work entirely for more than a year to care for parents. Such sacrifices are expected of the daughter, especially if she is unmarried, and inevitably they affect careers and earning power.

From these returns it would seem that a salary differential based on the assumption that the professional woman supports only herself is in serious need of review.

Another, perhaps more basic, reason for less pay for women in some institutions is their lower bargaining power. When dissatisfied, their chances to go elsewhere are distinctly more limited. As one reply puts it: “We can’t teach in men’s colleges, but men can in women’s.”

3. *Advancement is slower for women.* Repeatedly these fellows testify that a woman must work harder and be superior to men to get the same recognition.

4. *When there are few women in a field, tradition works against employment of women.* The comment, "I was asked to teach as the first woman by a liberal department which also hired the first Negro," suggests the innovating spirit required to bring a woman into a hitherto masculine stronghold.

5. *Women are often excluded from contacts that contribute to professional success.* At professional meetings, as some fellows report, women are likely to miss out on corridor discussions through which "the brethren" keep in touch and glean information that often proves valuable. A woman lawyer says:

I have always found my male competitors very helpful, but, being a woman, I am naturally unable to take part in the give-and-take of spontaneous "jam sessions" by which men pool their information and acquire skill in the technique of practice. A woman doesn't have so many contacts where she can get the benefit of others' experience.

Some who cite obstacles are bitter, others analyze philosophically some of the factors that give rise to women's difficulties.

One contributing factor that is recognized is the law of supply and demand. Several of the fields that traditionally attract women are overcrowded; for example, history, a favorite subject with AAUW fellows. Some fellows remark on the difficulty of finding positions in highly specialized fields, where employment opportunities are few for men as well as women.

Of course the law of supply and demand does not always operate to the disadvantage of women. One of the earlier fellows in physics has seen a complete reversal in that respect. "Until the war," she writes, "a large number of institutions of higher learning (coeducational) would not even consider an application for a position in physics from a woman. The same held true for industrial concerns. Because of the shortage of physicists and engineers during and after the war, this bias seems to have disappeared completely."

This reversal is expected to spread to other fields within a few years. All observers predict that when the colleges and universities have to cope with the great flood of students now crowding the lower schools, the shortage of trained personnel will be so desperate, particularly in the scientific fields, that any trained person, male or female, will be in demand.

Some of the fellows believe that "women create their own obstacles," chiefly through divided interests. One of the earliest fellows warns that slow promotion is due not only to the competition of men, "but especially to the temptation to live a woman's and a man's life, domestically and socially."

A professor of chemistry advises: "Before embarking on careers young women students should watch some eminent men at work—see how many hours a week they spend in the laboratory and recognize the fact that if they want honorable careers they must invest as much of themselves as men do."

A fellow who has labored valiantly, as head of an English department, to find places for her graduate students, writes: "The outlook for young women is not bright in this state, and there are not many young women with ambition. It is hard to say which precedes which: the loss of opportunity or the loss of ambition."

However much they may analyze the causes of the obstacles they have encountered, the fact remains that half of the fellows who returned the questionnaire agree that professionally "It's a man's world." Perhaps not all would go so far as the professor of English who says, "I have done fairly well as a woman, but I could have made my way to this point as a man with half the effort." But certainly most of the 160 who report obstacles are convinced that a woman has to expend much more effort than a man to gain equal recognition.

On the other hand, 112 of the fellows state that they have encountered no obstacles growing out of the fact that they are women, or none of any consequence.

This group has no discernible pattern by age. The proportion saying "no obstacles" runs pretty close to a third for the fellows of every decade except the 1940s, when there is a noticeable drop. Perhaps the competition of returned service men in this period, reversing the wartime demand for women's services, gave a sharp jolt to those who had not been conscious of discrimination.

Those in the highest academic ranks—the most successful—are less aware of any handicap as women. Of the professors, 41 percent had no obstacles to report. But among the associate professors, where the waiting for advancement is apt to be long and frustrating, only 16 percent found no obstacles because of sex. In the lower ranks of teaching, the percentage of "no obstacles" rises again, to 29 percent among the assistant professors and instructors; it is 44 percent among research workers in colleges and universities.

As to fields, the social sciences come off best, the natural sciences are next, and the humanities considerably lower. Some of the sharpest comments on discrimination come from fellows in history, but the percentage in this field who report no special difficulties is the same as the percentage for all fields.

Those who are teaching in women's colleges are not less conscious of prejudice against women than are those in universities

and other coeducational institutions, though some who report obstacles may be referring to earlier experiences elsewhere.

The conclusions to be drawn from these findings will depend on the reader's interpretation. Men, as well as women, complain of low pay and slow advancement; they are inclined to put the blame on personalities, interdepartmental jealousies, racial prejudice, political maneuvering. It is reasonable to ask whether women have simply found a more convenient explanation for complaints that are common to the academic profession—or any other.

Whatever the reasons, it is significant that in a highly selected group of women scholars, who have received aid and encouragement to acquire superior training, approximately half believe that their professional careers have been impeded because of their sex.

On the other hand, remembering that it is scarcely more than half a century since women began to enter the professions in any numbers, the fact that over a third of the fellows who answered the questionnaire are not conscious of any handicap as women is evidence of considerable progress, in which AAUW fellowships have played their part.

Those Who Marry

COLLEGE WOMEN TODAY, LIKE OTHER AMERICAN WOMEN, are marrying younger, having more children and having them earlier, than the college alumnae of preceding decades. Every college administrator recognizes that this trend toward earlier marriage and larger families must be reckoned with in any program for the education of women. Inevitably, AAUW fellowships have been affected by the trend. Once the question was, will the AAUW fellows find opportunities to fully use their abilities and training? That question remains, but another has been added: can the fellows balance the claims of family and career and still make the contribution to American intellectual life which the fellowships were designed to encourage?

Up to 1929, no AAUW fellowship had been awarded to a married applicant; since that date the proportion of wives among the successful candidates has risen steadily. In the Thirties slightly less than a sixth of the recipients were married; in the Forties it was over a fourth, and in the Fifties the proportion of those already married at the time of award jumped to more than a third.

The Forties brought the first awards to women with children. Four of the awards in that decade went to mothers with families—two of them with two children apiece. In the first four years of the Fifties, fellows with children became a commonplace; five of the recipients had one child, six had two, and one was the mother of three.

The number of fellows who eventually marry has also increased strikingly in recent years. When the questionnaires were returned,

a fourth of those who held awards before 1920 were married. Since then the marriage rate has pushed steadily upward; some 55 percent of the fellows of the 1950–53 period were married when they returned the questionnaire, and in this group there are probably marriages to come.

The Emerging Pattern

The questionnaires of these younger fellows who have married throw light on the problem of marriage-and-career as it is being met by today's women scholars. These are the outlines of the picture that emerges from their replies:

The fellow is now more likely than not to marry, or to be already married when she receives the fellowship.

If she did not have her doctorate when she married, the chances are two out of three that she will get it after marriage.

She wants to continue her professional work, and usually her husband encourages her or at least cooperates in her efforts to keep on with the work for which she was trained.

In seeking to continue her career, she faces numerous difficulties:

(1) Her employment opportunities are severely limited by her husband's place of work, and moves which mean his advancement may end or retard her career.

(2) She encounters rules against employment of married women, or reluctance to hire a married woman on the ground that she will be temporary.

(3) If she has small children, the cost of adequate help eats up a large share of what she can earn, particularly if she is teaching. She may feel that her children need her personal care.

(4) The combination of professional and family responsibilities makes heavy demands on her time and energy, and curtails her social life.

Nevertheless she is, more likely than not, employed. Children are not the deciding factor; if she has children she is as likely to be employed as unemployed. If trained in the natural sciences she is slightly more likely to be employed than if her training is in the humanities or the social sciences.

If she is employed—

She is probably in academic work (as is her husband), and in a field related to her training. There is one chance in three that she is doing part-time work. She is more likely to be in teaching than in research.

She has probably continued work since marriage without any serious interruption.

While usually she has not advanced in rank as far as her unmarried counterpart, and her published output is less, she may be one of a number of notable exceptions to this rule.

If not employed—

She is almost sure to be keeping up with her field through reading or perhaps unpaid research. She may be revising her thesis for publication, or trying her hand at other writing. If her husband's field is allied to her own, she finds stimulus and enrichment in their shared interest. She may be helping him with his research and writing; if so, she finds a great deal of satisfaction in this collaboration.

If she held the fellowship within the last ten years, she is confidently planning to return to professional work as soon as family circumstances will permit.

Whether or not she is employed—

She has realistically faced the fact that a happy family life entails sacrifice in professional achievement. This she regrets, particularly in view of the investment of time and money in her training. She often feels that with flexibility on the part of employers she could more fully use her abilities and training without neglect of her family. When adjustments are made, through part-time work or a schedule adapted to home responsibilities, she considers herself fortunate, knowing that such arrangements are rare.

But she is neither frustrated nor bitter. If sacrifices have had to be made because of her family, she feels that she is putting first things first. If she has given up a career, she has surmounted the inclination to feel that her education has been "wasted." On the contrary, she has concluded that her training as a scholar enables her to contribute more to her family and her community.

And, in almost all instances, she appears to be enjoying a satisfying family life.

The Fellow and Marriage: Statistics

The picture given above is based chiefly on what the more recent fellows say. A more detailed record of the married fellows, gleaned from the questionnaires, follows.

Excluding the 1953-54 fellows, most of whom had not had time to try out either the homemaker or the professional role, the 323 questionnaire replies showed 129 married respondents.

Undoubtedly, the “married” figure for these respondents will go higher in the course of time. These are the data from the questionnaires:

	No. of fellows	% of fellows
Single	176	54.5
Married	129	40.0
Widowed, divorced or separated from husband.....	18	5.5
TOTAL	323	100.0

More than half (54 percent) of the married fellows have children. One- and two-children families are the rule; the average is 1.8 per family. But it may be supposed that families of more recent fellows are not yet complete.

At the time of their marriage, 73 of the married fellows had not received the Ph.D. Nearly two-thirds of them obtained it subsequently.

The percentage of married fellows holding the Ph.D. at the time of the questionnaire returns is approximately the same as the percentage of all fellows with Ph.D.s (76 percent).

The Marriage-and-Career Fellows

The questionnaire respondents who report the dual role of homemaker and professional career number 74—well over half the 129 married fellows.¹ Fifty report that they are employed full-time, 24 part-time.

As was to be expected, the curve of married-and-employed rises with each decade. In the group of marrieds who received their fellowships before 1930, the homemakers are in the majority, ten to seven. By the Thirties the balance is practically even. The married fellows of the Forties have the highest career ratio—two employed to one homemaker. For the younger fellows of the 1950s, the proportion is 14 employed, 11 unemployed.

There are just as many mothers of children in the employed group as in the unemployed, and the average number of children per family is the same in both groups.

Asked to indicate any gaps in their careers, the majority of the employed married fellows report that they have continued their work without serious interruption (interpreting “serious interrup-

¹ The 18 widowed, divorced, and separated are not included in this discussion of the “marrieds,” since their situations vary considerably from those of the married fellows with husbands present. Ten of the 18 are divorced, one separated from her husband, seven widowed.

tion" as a gap of a year or more). There are even a dozen with children who had not missed as much as a year in their work.

CHILDREN AND EMPLOYMENT STATUS OF 129 MARRIED FELLOWS

(excluding those of 1953-54)

	Part-time	Employed Full-time	Total	Unemployed	Total Married
No children . .	9	29	38	21	59
One child . . .	10	7	17	13	30
Two children . .	4	8	12	14	26
Three children	1	5	6	7	13
Four children .	—	1	1	—	1
	24	50	74	55	129

Of the employed married fellows about two-thirds (50) are in academic work, in teaching or research. There are six full professors (one is chairman of her department in a large university), five associate professors, and five assistant professors. One-third are in non-academic positions—in government posts, in industry, and in independent work. About one in five of the employed fellows is engaged in research.

It is often urged that part-time work is the rational solution for the woman with a family. A third of the 74 employed married are in part-time work, with the highest proportion among the younger fellows. All of the married fellows of the 1930s who are employed hold full-time posts, while only half of the married employed of the Fifties are working full time.

The instances of part-time work reported in the questionnaires are too few to point to definite conclusions, but they suggest that success in finding part-time jobs is at present an individual matter, depending to a considerable extent on a more-or-less fortuitous combination of location, contacts, and training for a type of work that happens to be available in the area where the husband is employed.

The Homemakers

The questionnaires show 55 of the 129 married fellows—17 per cent of the total of 323 fellows considered here—currently devoting themselves to homemaking, with no paid employment. Three-fifths of these 55 non-career fellows have families.

Among the 55 homemakers, about four out of five had continued in professional work for a time after marriage. A half dozen

were active for eight or more years, but for most the combination of career and marriage was of a few years' duration. A few are still working for the Ph.D.

Those who gave up professional work after marriage usually report family responsibilities as the chief reason. Some felt that they were needed at home by their children; some found professional activity impractical because it took most of what they earned to hire competent help.

One stubborn element in the marriage-career situation is the fact that the best location for the husband may offer few opportunities along the line of the wife's training. The more specialized the fellow's training, the less favorable are her chances. A specialist on the history of trusteeships for underdeveloped African nations, for example, could scarcely look forward to a demand in her field when she went with her husband to Hongkong.

Six of the married fellows reported that they had encountered nepotism rules. When the college or university where the husband is teaching has a rule against hiring both husband and wife, the situation is particularly serious if the institution is the only one in the area.

A few list health as a factor in their decision to give up professional work, recognizing that it takes a sturdy constitution to carry the double load of homemaking and career.

Half of the fellows of the 1940s who list family responsibilities as the reason for their unemployment hope to return to professional work when their children are older, while almost all of the homemaker fellows of the Fifties say that they expect to take up their careers again. One of the 1950-51 fellows, writing before her first baby has arrived, gives this typically cheerful example of the confident planning of this more recent group:

My work has had to be interrupted so that I might have children. As I see the problem at present, I will not be able to return to steady work until my children reach nursery school age. However, my husband and I hope that summer after next I might be able to put in a few months' steady work abroad after my first child and before my second.

Meanwhile she is doing translations.

Whether or not they expect to return to paid employment, at least one out of four of those who classify themselves as "homemakers" is continuing some kind of work in her field. Several are revising their doctor's dissertations for possible publication. A fellow in the classics brought hers up to date and saw it published ten years after receiving the degree. A scientist is doing abstracts for scientific journals; a Ph.D. in American literature is trying her

hand at magazine articles and fiction; a neurologist gives a course to staff at the local hospital and has a research paper in preparation; a Ph.D. in philosophy, with two small children, manages to devote two days a week to research and writing. A recent fellow in history, who can't teach because of nepotism rules and is too far from source material to do fresh research, writes: "I hope to keep reading and writing what I can from material already collected. Sometime the opportunity for research on new topics will appear." A fellow who acquired her Ph.D. in history three years after the birth of her baby concludes: "If one interprets the historical profession chiefly as one of research and writing, marriage and family responsibilities are far less of a drain upon one's time and energies than teaching would be. Even the dependence upon library materials can be met through inter-library loans and microfilms."

A half dozen of the married fellows who hold no positions have used their training to help their husbands, through research, editing manuscripts, reading proofs, etc. With one exception, these couples were trained in the same field or similar fields.

Was It "Wasted"?

The question remains: in the case of the fellows who dropped out or greatly limited their professional work after marriage—was their training as scholars "wasted"? And further, did encouraging them to prepare for a career which they were unable to follow leave them frustrated as homemakers?

The fellows' questionnaires give no such impression. Of course it may be that, having made their decision, they are unwilling to admit regrets. But the questionnaires from the married fellows who are not employed give a general impression of women who have weighed their values and feel that they have put first things first.

One letter in particular testifies that the training of a scholar can bear fruit in unanticipated ways:

My career in science was in effect terminated by the birth of our son, who as a result of an infantile infection is now severely mentally deficient. In attempting to cope with this problem I took courses in education of mentally retarded children and became aware of the vast group of neglected children who fall in this category, of the need for research and the need to organize services. I became active in the nascent movement in their behalf, organized services in our community, and later went on to help organize the National Association for Retarded Children. Briefly, I am at the moment performing as a volunteer the job of program development in the field of education for which any other comparable national organization can afford a professional.

There was a time when I had some pangs of conscience at not getting back to science in view of the investment in money and training that had been made. Later, however, I began to feel (and I do not think it was entirely rationalization) not only that the work I was able to do was of more critical importance to society than whatever I might contribute in the well populated field of science, but also that the training in critical analysis, the scientific method, and even some of the scientific specifics, were all contributing to my ability to do this job.

Some of the fellows see the results of their training in the lives of their families. One of the older fellows, who holds a doctor's degree in physics and is married to a distinguished mathematician, says:

Family responsibilities ended my independent career, but I continued to study and assist my husband in his work, and our joint interest in science has created a home environment in which our two boys are developing into scientists. Our older son was the first-prize winner in the Westinghouse Talent Search last year, and now at seventeen is a sophomore registered in physics at MIT. Our younger son, in his second year of high school, hopes to go to MIT. I certainly feel that my education was not wasted.

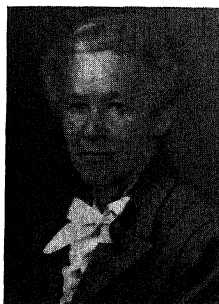
A pertinent comment on this question of the loss of training when fellows marry is reported by the 1920-21 holder of the Sarah Berliner Fellowship. Writing of Emile Berliner, who gave the award to the Association to administer, this fellow reported: "Mr. Berliner knew that I was to be married before I used my fellowship in England. He was very cordial about it, and said he believed in well educated wives and mothers and would not feel the fellowship was wasted, even if I did not continue my work after marriage." Incidentally, this fellow had three children, but found time to continue part-time research for ten years after her marriage. She published six papers, taught anatomy and physiology to nurses during World War II, served on the Nursing School Committee and Board of Directors of a local hospital, carried on other community activities, particularly in inter-group relations, and aided in a refugee project for teachers.

Undoubtedly, many who carry the dual role of homemaker and professional woman have sacrificed something in the way of professional attainment. An electrical engineer, mother of two children, sums up that loss:

When a compromise between employment and home cannot be found, the home takes priority because of the children's welfare. After repeated compromise my effectiveness in the field is limited, and I do not feel that my contributions have equaled my potentialities. Also the responsibilities of home and children drain a portion of the energy that would be channeled to a career. In short, I have managed to maintain a career, but on a less successful level than if I had had no responsibilities.

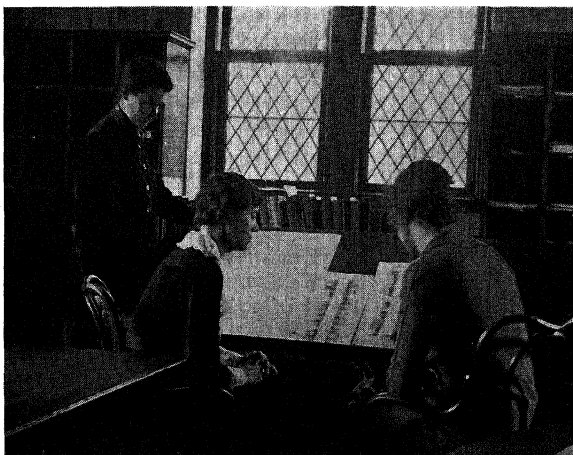


Dr. Aurelia Henry Reinhardt, 1905, President of Mills College, 1916-43; President of AAUW, 1923-27



Dr. Janet Howell Clark, 1915, Dean of the College for Women, University of Rochester, 1938-52; chairman of the International Grants Committee

Dr. Mildred Fairchild, 1928, Director of Bryn Mawr's graduate Department of Social Economy, 1936-46, with students



Dr. Helen W. Randall, 1945, Dean of Smith College, with Student Curriculum Committee

The last sentence raises the question, what is the standard for a "successful" career? May not the balancing of professional and family responsibilities constitute a high measure of success?

Some of the comments of the fellows suggest that the question of "wasted" training need not arise if society were really interested in conserving and using the abilities of married women scholars. A physical chemist says, "Women are considered temporary, and often are; but do not need to be if they are encouraged."

A scientist who has held both academic and industrial posts concludes that "Women *do* need more encouragement, and more realistic opportunity, such as part-time jobs. There is much productive ability being wasted."

Encouragement within the family is an important factor. Several speak of cooperative husbands, and some point out that with a husband in the same field there is a stimulating give-and-take in shop talk at home. An associate professor of chemistry notes that her husband, being a chemist, is sympathetic to her continued research, and understanding of the long hours away from home that it involves. A college teacher of English, mother of one child, writes on this point:

Perhaps I might be farther along with my publications if I had no family responsibilities. On the other hand, my husband's scholarly interests whet my own; there is a considerable amount of cross-fertilization; we plan to write some books together. Certainly the care of my baby prevents full-time teaching. Yet the necessity to make plans for his future gives me an incentive to teach, in order to augment my husband's modest teacher's salary.

AAUW Policy Today

The Fellowship Awards Committee has laid down no formal policy as to the married fellow. Some years ago the chairman of the committee said, "Of course it's a gamble. Some of the fellows will marry and drop out. That is why it is so important for an organization that cares about scholarly careers for women to support fellowships. We think the risk is worth taking."

Today, the committee is less inclined to think in terms of "risk" and "gamble," more optimistic as to the possibility that the fellow who marries will put her training to good use. Perhaps the definition of "good use," too, has broadened.

Though the committee has announced no policy, its approach is evident in the fellowship application form, which now includes a section to be filled in by married applicants. The last item reads: "Plans for care of children during fellowship year. . . ."

Decades and Careers

THE GENERAL PICTURE OF WHAT HAPPENED after the fellowship, sketched in the preceding chapters, is only the bare bones of the record. The real story is the careers of the fellows themselves.

Naturally, the fellows' contribution to education and to society is important to the Association, which has made a considerable investment in their careers. But it is important beyond the AAUW, for the history of these fellows is a significant chapter in higher education for women.

A president of the International Federation of University Women once said, "Women will have to do research for at least a century before we shall be able to judge if they are capable of doing really good work." The brief sketches of the careers of some of the fellows, given on the following pages, provide evidence for the first half of that century. Here is the story of what a selected group of highly trained women, gifted and encouraged to use their gifts, have been able to accomplish in the years since advanced work has been freely open to women.

In one way, these accounts are seriously deficient. They give far too little attention to the contribution that is made through good teaching. One reason is that it is much easier to write about the publication of books, or appointments to department chairmanships, or contributions to the progress of scientific research, than it is to celebrate effective teaching. To repeat such adjectives as "successful," "stimulating," "inspiring," is to do scant justice to the teacher while boring the reader. The reader is therefore asked

to fill in, without further elaboration, the significance of such items as “professor, 1930 to 1943,” or “member of the faculty since 1929”—to call up in imagination the years of quickening and enriching of youthful minds that such telescoped phrases represent. Many of the fellows on college and university faculties carry a teaching load so heavy that there is no time or energy left for their own creative work. Their contribution to the education of the next generation is immeasurable, and we pay tribute to them collectively if not by name.

There is another reason for dwelling here on the tangible evidences of productivity—the writings and research of the fellows. Women had been teachers of children for centuries before they sought college and university posts. But the early members of the Association realized that women could not compete for appointments to college and university faculties unless they could present evidence not only of teaching skill but of independent scholarship. That was and is the crux of the fellowship program.

The fellows whose careers are described in the following pages are not put forward as the “best” of the fellowship holders; space does not permit such a list here, even if the “best” could be identified. But it is hoped that the choice—severely limited by space restrictions—will suggest the peaks of achievement and the range of contributions in many directions that women scholars in this first half of the twentieth century have made.

In each period the fellows have faced different situations. In the Nineties and early 1900s they were trail-blazing pioneers. Then they felt the impact of World War I, which opened wider opportunities and gave impetus to technical and scientific studies. They were encouraged by the confidence of the Twenties, met the discouragements of the Thirties and the dislocations of World War II, and now in the Fifties they are adapting to the trend toward early marriage and family and consequent interruption to careers.

Here are capsule stories of the fellows of each decade. (For numbers in each decade, see page 10). These sketches are written for the most part as of 1955, when the bulk of the questionnaires were returned, and the present tense is used as of that year. Occasionally a bit of news of later date has also been included.

The Nineties

The first group were the pioneers. “Dedication” is not too strong a word for their devotion in the new and thrilling task of “wresting knowledge from nature.” Their ability, their persistence, and their

decorum—for they were very conscious of the fact that women, particularly American women, would be judged by their behavior—opened doors that had seemed forever barred to women, and opened the minds of men who had considered women's intelligence beneath their notice.

Twenty-four young women went on to postgraduate study in the years before 1900, aided by the Association's fellowships. They were an exceptional group. At a time when even the B.A. was an innovation for women, six of them had the Ph.D. when they received the award, and fifteen obtained it later. By 1900, American institutions had conferred just twenty-eight Ph.D.'s on women—and eleven of them had been given to fellows of the Association.¹

Fourteen of the twenty-four set sail for Europe for their research. The names of the institutions where they worked suggest their daring and the degree of ability they must have evidenced to gain admission,—the universities of Berlin, Zurich, Leipzig, Strassburg, Heidelberg, Goettingen, Jena, Oxford, and Cambridge; the Sorbonne; and the American School of Classical Studies in Athens. Five returned with doctorates conferred by European institutions, among them the first Ph.D. to be given to an American woman by a German university.

Among these fellows of the Nineties, interest in the natural sciences rivaled that in the humanities, with ten in each division. Botany, zoology, physics, astronomy, and mathematics were represented in the sciences; the classics, philosophy, English literature, and modern languages in the humanities. The social studies made a poor third, with only four—three in history, one in psychology.

In their later careers, twelve of the twenty-four became full professors. Eight of these professorships were, as might be expected, in women's colleges; four were in coeducational institutions, all in the Midwest. The difficulty of gaining appointments to college faculties is clear: a half dozen out of the twenty-four taught in high schools and private preparatory schools, even though most of them held the Ph.D.

Among the twenty-four fellows were some notable "firsts," and back of each lies a story of persistence and courage in breaching walls of prejudice.

Margaret E. Maltby in 1895 was the first American woman to receive the Ph.D. from a German university, and the first woman to be granted that degree with physics as a major subject by any German university—the University of Goettingen. Her research

¹ *Statistics of Higher Education: Faculty, Students, and Degrees, 1951–52.* Office of Education, U.S. Department of Health, Education, and Welfare.

was on the physical basis of music and musical instruments. She was chairman of the Department of Physics at Barnard College for twenty-eight years. Her name was starred in *American Men of Science*. (See page 25.) As a member of the AAUW Fellowship Awards Committee for seventeen years and for ten years its chairman, she left a lasting imprint on the Association's fellowship program through her vision and exacting standards of scholarship. The Association has established a fellowship named in her honor.

When **Ida H. Hyde** went to Germany in 1893 for research in physiology and zoology, trail-blazing was not new to her; she had already been the first woman to work in the laboratories of the U.S. Fish Commission. Her research attracted the attention of the director of the Zoology Department of the University of Strassburg, who invited her to work in his laboratory, although women had never studied at that university, nor had they been permitted to matriculate at any Germany university. In spite of the shocked amazement of fellow students and other faculty members at the appearance of "petticoats" in the laboratory, Dr. Hyde gained entrance to the university's Physiological Institute, a part of the Medical School, where women had been strictly taboo. A special petition passed by the Ministry of Education authorizing her to work for a doctor's degree was the first such petition granted to a woman in a German university. The Ph.D., with high honors, was conferred by the University of Heidelberg in 1896, and Dr. Hyde had the further distinction of being assigned the research table supported by that university at the Naples Marine Biological Station—the first woman to be allotted the Naples Table of a German university. Research at the Harvard Medical School followed, again an innovation for a woman. For twenty years Dr. Hyde served as professor and head of the Department of Physiology at the State University of Kansas. She continued her research and published numerous papers in scientific journals. Before her death she gave to the Association a \$25,000 endowment which supports the Ida H. Hyde Woman's International Fellowship.

Elizabeth D. Hanscom at the end of her fellowship year received the doctorate from Yale—the first Ph.D. granted to a woman by that university. At Smith College she taught in the English Department for thirty-eight years—a full professor for twenty-seven years.

Caroline E. Furness was one of the outstanding women in astronomy in this country. At Vassar College she was a full professor for many years, and director of the observatory from

1911 until her death in 1936. Her *Introduction to the Study of Variable Stars* was listed as one of the hundred most valuable books by women in the preceding century, selected for the Century of Progress in 1933. At least fifty articles reporting her observations appeared in journals of astronomy; she was a member of the commission on variable stars of the Astronomical Union, and was admitted to the Astronomische Gesellschaft, which had refused membership to her predecessor at the observatory because of her sex. An active member of the AAUW, Dr. Furness on a visit to Japan in 1918 inspired a group of American and Japanese women to form a Tokyo university women's group.

Nettie M. Stevens died only three years after holding the fellowship, but her contributions in the field of genetics, notably her pioneer work on sex chromosomes, influenced later developments in this field and are of lasting importance. Over the short period of eleven years she published forty-one papers.

Nellie Neilson's distinguished career helped to gain recognition for women in the field of history. The Association's fellowship gave her the first taste of research in England which was to continue throughout her life. Her field was English economic and legal history, and she contributed to the *Cambridge Economic History of Europe*, the *Oxford Studies in Social and Legal History*, and the *Records of Social and Economic History* issued by the British Academy. Such contributions, together with studies that appeared in various periodicals (*Harvard Law Review*, *American Historical Review*, etc.) added immensely to understanding of social and economic conditions relating to medieval English manors, villages, and forests. She was the first, and to date the only, woman president of the American Historical Association; she was a charter member of the Fellows of the Medieval Academy of America and for many years the only woman Fellow. A member of Mount Holyoke's Department of History for nearly forty years, she was a full professor and chairman of the department for most of that time. Her contagious enthusiasm for research was reflected in the numbers of students of the department in her time who went on to advanced degrees: 175 earned the M.A. in history, 38 the Ph.D. Smith College and Russell Sage awarded her honorary doctoral degrees.

Another notable fellow of the Nineties in the field of history was **Elloise Ellery**, member of the History Department at Vassar for nearly forty years—for twenty-two years as full professor. Her study at the Sorbonne on the AAUW fellowship, 1899–1900,

culminated in the publication of her book on Brissot de Warville, still one of the standard biographies of the period of the French Revolution.

This decade also furnished the first husband-and-wife team in the fellowship annals. **Alice Carter** became Mrs. O. F. Cook after her year's research in botany on the fellowship, and left with her husband for three years of scientific research in Liberia and the Canary Islands. For many years she assisted her husband in his work in the U.S. Department of Agriculture. The fellowship chairman of 1897 reported that "Her marriage furnishes an ideal picture of the scholarly comradeship of husband and wife." She personally tutored her son, Robert, well known writer in the field of genetics.

1900–1909

After the first flush of enthusiasm in the Nineties, the Fellowship Committee found the struggle to raise funds increasingly difficult, and only thirteen awards were given in the 1900–09 decade. More than half were in the humanities. The sciences dropped sharply—perhaps the initial exhilaration of exploring fields new to women was wearing off—and economics and sociology appeared for the first time.

All of the thirteen fellows had the Ph.D. or acquired it in due time. And all studied in Europe.

Although few in numbers, this group produced two outstanding administrators—a college president and a dean who built strong institutions from slender beginnings. More favorable openings for women were appearing: six of these fellows reached the full professor's rank outside the women's colleges, at the University of Chicago; University of California; Teachers College, Columbia University; Oberlin; Michigan State Normal College; and the University of Alberta.

Aurelia Henry Reinhardt became president of Mills College, oldest woman's college on the Pacific Coast. In the twenty-six years of her vigorous leadership, the college won a respected place among the country's institutions of higher education, known for high standards of scholarship combined with an adventurous spirit of experiment in seeking to meet women's educational needs. President Reinhardt was a dynamic influence, not only on the campus but in public affairs. She was an eloquent advocate of better international understanding, a leader in movements to build for peace. She was the first woman Moderator of the American

Unitarian Association, and was active in politics—a member of the Republican Party's Committee on Policies in 1938. She was Vice-President of the AAUW and chairman of the International Relations Committee, and President from 1923 to 1927. As President, she gave a tremendous impetus to the raising of funds for a headquarters building in Washington; and under her leadership grants from foundations were secured which launched the Association's pioneering programs in childhood education and international relations. On the fellowship Dr. Reinhardt did research in English literature in England. She taught English for several years before her marriage and the birth of two sons. After the death of her husband she again taught English, at the University of California, and from there was called to the presidency of Mills.

Edith Abbott came to the Graduate School of Social Service Administration, University of Chicago, when it had only a score of students; before her retirement in 1942, after eighteen years as dean, the school enrolled more than a thousand annually. Dean Abbott was ahead of her time in insisting on standards in professional training for social work, with emphasis on research and the scientific approach, and on utilization of all the resources of a liberal education to meet social problems. She was a resident of Hull House for twelve years, a leader in courageous battles for civic betterment. Her many studies of tenements, juvenile delinquency, problems of the immigrant, women in industry, and the like served both as textbooks and as the basis for reform. She was a member of numerous boards and investigating committees and in 1937 was president of the National Council of Social Work. She sometimes said, "Say what you like, the doors of opportunity are often opened by chance." The chance that led her into social work was the Association's fellowship: while studying at the London School of Economics she lived in a settlement house and there her interest in social work was kindled.

Frances Gardiner Davenport secured her Ph.D. in 1904 at the University of Chicago after holding the Association's fellowship. She then joined the staff of the Carnegie Institution's Department of Historical Research, where she remained until her death in 1927. Recognized as one of the country's ablest historians, to her was entrusted the task of editing a complete collection of European treaties relating to the history of the United States. This involved presenting an accurate text of each of the treaties, some never published before, with bibliography, introduction, and notes. Dr. Davenport also edited certain rare documents for the Library of Congress, and collaborated with Louise Fargo Brown (another

AAUW fellow) on a book on *Freedom of the Seas*, published in 1918. She was active in the Association serving as a Director in 1909.

Helen Thompson Woolley was a leader in opening a new field—the application of the methods of science to the study of child development. She spent the fellowship year in research at the University of Berlin and in Paris. After a few years of teaching and vocational work, she served as psychologist at the Merrill-Palmer School, then as director of the Institute of Child Welfare Research and professor of education at Teachers College, Columbia University. One of the first American psychologists to become concerned with the psychology of the preschool child, Dr. Woolley kindled the interest of many students in that field. Her numerous experimental studies of the psychology of children were published in journals of education, mental hygiene, and psychology, and in a half dozen books, and her name was starred in *American Men of Science*. She served the AAUW in several capacities, particularly as member and chairman of the Educational Policies Committee, and as Vice-President of the Association.

A pioneer in quite another direction is **Florence Mary Fitch**. She received the Ph.D. in philosophy from the University of Berlin at the end of the fellowship year, and taught philosophy and biblical literature at Oberlin College for nearly forty years, serving also as Dean of College Women for sixteen years. Since retiring from Oberlin she has been writing books which have made her one of the most-read authors in America and known in other countries as well. Dr. Fitch has drawn on her lifetime study of mankind's various religious faiths to interpret the great religions of the world in five books:

One God: The Ways We Worship Him

Their Search for God: Ways of Worship in the Orient

Allah, the God of Islam

A Book About God

The Child Jesus

Believing that "no people, no country, no age has a monopoly of faith, truth, and goodness," she has presented the values of the major religions with sensitive understanding. Her books have been welcomed not only by the young people to whom they are addressed, but by parents, church schools, adult readers, and public schools, where they are very generally used. *One God*, which passed the 250,000 mark in sales some time ago, has been made into a movie, a record album, and featured on TV. A sixth book

is in preparation. Dr. Fitch has received the Litt.D. from Oberlin College.

Kate Gordon Moore, after teaching psychology at Mount Holyoke, Bryn Mawr, and the Carnegie Institute of Technology at Pittsburgh, was for twenty-six years a member of the faculty of the University of California, Los Angeles—a full professor for fourteen years. She has published three books and approximately fifty articles on esthetics, memory, imagination, educational psychology, and kindred subjects.

Caroline McGill had a Ph.D. in zoology from the University of Missouri, with a dozen published studies to her credit, when she was given the first award of the Sarah Berliner Fellowship for research in anatomy at Johns Hopkins University. She obtained the M.D. in 1914, and immediately began the practice of medicine in Butte, Montana, where she is still an active general practitioner. On her seventy-fifth birthday Montana State College awarded her an honorary D.Sc. degree for outstanding service to Montana.

1910–1919

In the 1910–19 decade, in spite of World War I, the Association's awards increased almost threefold to thirty-seven. Several memorial endowments had swelled the Association's list, and a sorority fellowship (the first of several) was entrusted to the Association for award.

The natural sciences once more held the leading place, reflecting the stimulus given to scientific and technical subjects by the war. For the first time, there were fellows studying in chemistry, biochemistry, nutrition, and astrophysics; in anatomy and embryology; geology and paleobotany; bacteriology and ophthalmology. There was a rising interest in the social studies, including criminology, social work, economics and finance. The smallest number were in the humanities.

Up to this time, the European Fellowship had been the backbone of the awards. Now there were new fellowships with place of study not designated and graduate opportunities at home were increasing; approximately half of these fellows chose to study in the United States.

At the time of the award, 44 percent held the doctorate; 31 percent obtained it later.

Janet Howell Clark has had a distinguished career in three fields—research, teaching, and administration. She was a member of

the Johns Hopkins University faculty from 1917 to 1938, for twelve years as associate professor of physiology in the School of Hygiene. For several years she was head mistress of the Bryn Mawr School in Baltimore while serving as lecturer at the School of Hygiene. At Johns Hopkins she did research on the biological effects of radiation, making important contributions, recognized nationally and internationally, in a new field. In 1938 she went to the University of Rochester as Dean of the College for Women, and in her fourteen years there greatly strengthened both the educational program and the prestige of the college. She also taught physics and astronomy, and found time to do research in biophysics. Since her retirement as dean, she has continued her research at Johns Hopkins—recently on causes of lung cancer in the chromium industry. She has published a book and some forty articles in scientific journals. She has served on several committees of the National Research Council, was for many years a member of the International Light Committee. Dr. Clark has also served the AAUW as a member of the Fellowship Awards Committee and the Committee on Membership (now Standards and Recognition), and is currently chairman of the International Grants Committee. While carrying on all these activities, and always with distinction, Dr. Clark has also been a homemaker. Widowed after one year of marriage, she made a home for her daughter, who is also a scientist.

In history, **Bertha Haven Putnam** has made an international reputation. She became a member of the faculty of Mount Holyoke College in 1908, held the rank of professor from 1924 until she retired in 1937. Retirement meant more time for the research to which her sabbatical years and vacations had been devoted. Dr. Putnam's field is English economic and legal history. She has done an invaluable service in bringing to light the records of English justices of the peace of the fourteenth and fifteenth centuries—editing records of the justices, writing on the subject herself, training students to work on it, persuading English county societies to publish the records, and unearthing important manuscripts. Her books have been published by the university presses of Oxford and Cambridge, the Harvard Law School, and the English Record Societies, and she has contributed many articles to historical, economic, and legal journals. In 1940 the Medieval Academy of America honored her with the first award of the Haskins Medal, given for the best medieval volume published in this country in the preceding two years. The Harvard Law School assigned her a research grant never previously awarded to a woman or a non-

lawyer, and Smith College conferred on her an LL.D. degree. She has held two Association fellowships, one in 1912 and a second in 1918, used to prepare an important volume for the Oxford Historical Series.

Louise Fargo Brown also did notable work in history, both in research and in teaching (Vassar, 1918–44; professor from 1934; chairman of the department, 1940–42). Before the fellowship, her book, *Political Activities of Baptists and Fifth Monarchy Men during the Interregnum*, was published by the American Historical Association. Four others have followed: *Freedom of the Seas* (with Frances G. Davenport); *The First Earl of Shaftesbury*; *Apostle of Democracy*; and *Men and Centuries of European Civilization* (with G. B. Carson). *On the Burning of Books*, in Vassar Medieval Studies, was published by the Yale University Press. Dr. Brown also made many contributions to English and American historical periodicals. In 1914 she was a sergeant in the U.S. Marines, detailed for historical work.

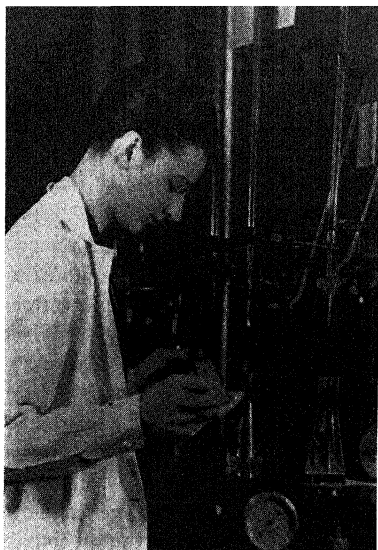
Dorothy A. Hahn was one of the remarkable group of women (three of them AAUW fellows) who developed the outstanding Chemistry Department at Mount Holyoke College (see “1920–1929” below). Coming to the Mount Holyoke faculty in 1905, she was professor of chemistry from 1917 until her retirement in 1941. One of her contributions lay in establishing contacts with industrial research, and securing help for the department’s needs and for scholarships. A steady flow of publications in chemical journals reported her research in organic chemistry, and she was co-author of three reference books.

When **Hope Emily Allen** received the honorary D.H.L. from Smith College, the citation referred to her “leading place among medieval scholars”—a place recognized both here and abroad. Precluded by ill health from teaching, Miss Allen has devoted herself to independent research. On the fellowship she did research at Oxford and Cambridge on Richard Rolle, the famous fourteenth century mystic. This study culminated in a monograph of nearly 600 pages, published by the Modern Language Association of America. This account of Rolle’s principal works was welcomed as “a magnificent piece of scholarship,” of first importance to the history of religious literature and of English literature. Other published studies of medieval texts followed, including the *Ancren Riwele* (a rare thirteenth century tract giving directions for ladies in an English hermitage), and *The Book of Margery Kempe*, written by a medieval “would-be-mystic” and known as the first

English autobiography. It was Miss Allen who identified the writer when the Margery Kempe manuscript was discovered. Miss Allen was for several years assistant editor of the *Early Modern English Dictionary*. She received the Rose Mary Crawshay Prize of the British Academy for the book on Rolle, and in 1948 was elected a Fellow of the Medieval Academy of America—one of three women among the approximately fifty Fellows.

Carlotta J. Maury was one of the few women who have succeeded in commercial geology. She served as paleontologist for the Royal Dutch Shell Petroleum Company, and also for the Louisiana State Geological Society, the American Museum of Natural History, and the Government of Brazil. In 1916 she organized the Maury expedition to Puerto Rico, and went on other field trips to the Dominican Republic, Brazil, Venezuela, and areas on the Gulf of Mexico; also Abyssinia and South Africa, where she taught geology and zoology at the University of the Cape of Good Hope for three years. Over a period of twenty-five years her many papers, published by the U.S. Geological Survey and scientific journals, made substantial contributions to knowledge of the geology of areas in which she worked.

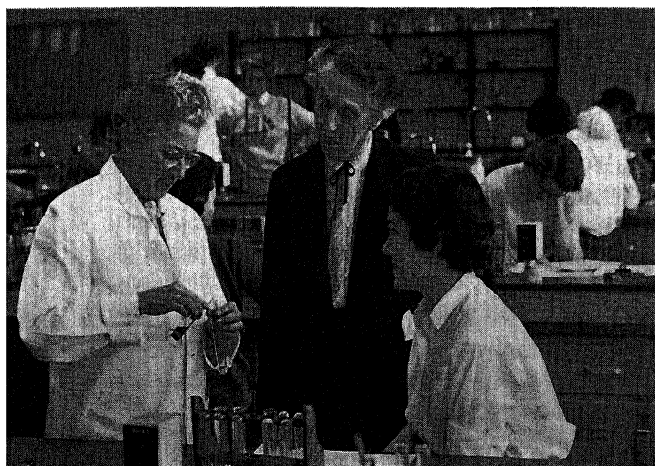
When **Gertrude Rand** did her fellowship research on the eye's sensitivity to color, she was told that her subject was quite impractical. Actually it opened up a line of investigation which has given innumerable useful returns. For nearly thirty years Dr. Rand carried on research with her husband, Dr. C. E. Ferree, on how the human eye functions. Since her husband's death in 1943 she has combined teaching with research, as research associate in ophthalmology in the College of Physicians and Surgeons, Columbia University. She and her husband designed delicate apparatus for testing responses of the eye—for measuring the speed of accommodation and convergence, testing visual acuteness and the light and color sense, and responses of the eye under low illumination, fatigue, etc. The Ferree-Rand perimeter opened up new possibilities of research and diagnosis, and has been adopted as the standard, nationally and internationally, for testing responses of the retina. They also designed special lighting devices, for auditoriums, factories, surgical operating rooms, New York's Holland Tunnel, etc. With two other scientists Dr. Rand has recently developed a new test for color blindness, now being produced by the American Optical Company. Dr. Rand's research has been used by the American Armed Forces, and by the British and Canadian Air Forces—particularly in developing tests for pilots. She is a member of the Armed Forces-NRC Vision Committee, and did military



Dr. Evelyn B. Man, 1933; research associate, Yale University, in charge of the "Thyroid Laboratory"



Miss Ruth H. Lippitt, 1955, with dragonfly whose respiratory system she was studying



Chemistry laboratory at Mount Holyoke College: Dr. Lucy W. Pickett, 1932, currently chairman of the department; Dr. Emma P. Carr, 1929, chairman of the department, 1913-46; and students

Dr. Helen T. Parsons, 1927, receiving the \$1,000 Borden award for research on the nutritive value of protein



consultative work in World War II. Her published studies in psychological, ophthalmological, optical, and lighting journals number 250. She was the first woman to be elected a Fellow of the Illuminating Engineering Society, and is an Honorary Fellow of the American Academy of Ophthalmology and Otolaryngology.

Ethel Browne Harvey has long been known, nationally and internationally, as a leader in zoological research. Wife of a distinguished physiologist, Mrs. Harvey has carried on her research as an honorary member of the Department of Biology at Princeton University. Her notable contributions include pioneer work on animal grafting, which opened the way for discovery of the organizer principle in animal development, and research on chromosome number and behavior in a large variety of animals. She discovered a simple method of telling the sex of sea urchins, which are much used in laboratory research, and her book, *The American Arbacia and Other Sea Urchins* (Princeton University Press) contains a compendium of most of the experimental work done on this animal form. Her work has made basic contributions to understanding of cell division and animal development, and more than a hundred published studies have resulted from her research. She has also made movies on metamorphosis of the sea urchin and other natural history subjects. She is a trustee of the Marine Biological Laboratory at Woods Hole. When Goucher College conferred on her the honorary degree of D.Sc., the citation referred to her scientific attainments and to her two sons, and concluded: "Your fruitful career, combining dedication to the pursuit of truth with devotion to the tasks of motherhood and family, is an illustrious example of the achievements of a complete woman."

Cornelia Kennedy was a member of the University of Minnesota staff from 1908 until 1948, when she became associate professor of agricultural biochemistry emeritus. She took time out for a Johns Hopkins Ph.D., conferred in 1919. Working with E. V. McCollum in the early days of vitamin research, she did significant work in beginning the breaking down of vitamins into the individual ones we know today. She did further pioneer work in animal nutrition, on vitamins in milk and factors affecting reproduction and growth, and on the nutritive value of wild rice—a study useful in the development of Minnesota's wild rice industry. Her research with Dr. L. S. Palmer on inheritance factors affecting food utilization for growth has been valuable to animal breeders.

Harriet E. O'Shea, associate professor of psychology at Purdue University since 1931, has been active in the fields of child and

adolescent psychology, parent-child relationships, and clinical psychology. Besides teaching, she has been educational director of the nursery school and women's personnel director at Purdue, as she was earlier at Mills College, and maintains a small private practice as a consulting and clinical psychologist. As chairman of the Indiana State Advisory Committee for WPA Nursery Schools, and later during World War II when nurseries were set up for mothers in war work, she was active in seeking to ensure standards to protect the mental health of children in such centers. She served on the National Civilian Advisory Committee for the WAC, and made a study for the War Department of problems likely to arise on the return of enlisted WACs to civilian life. Among many posts in professional organizations, she has been president of the International Council of Women Psychologists, and member of national boards of the National Association for Nursery Education, the American Association for Applied Psychology, the American Psychological Association, and the American Association of University Professors. She has also helped to establish standards for school psychologists. In the AAUW, she has served on the Education Committee and is currently a member of the International Grants Committee.

Helen E. Patch joined the Romance Language and Literature Department at Mount Holyoke in 1921; was head of the department for nine years and has been a full professor since 1944. She established a French House at the college, served as Dean of the University of Delaware Junior Year Abroad Group in Paris, and during World War II founded and directed for three summers "Pontigny en Amérique," a French-speaking conference for refugee artists and scholars, which gave to a hundred or more exiles intellectual stimulus and contacts that helped to overcome their sense of isolation. She has been twice decorated by the French Government for her contributions to Franco-American cultural understanding.

Anna P. Youngman has made a career in a field which even now is unusual for a woman. For nearly twenty years Dr. Youngman was an editorial writer for one of the country's leading newspapers, *The Washington Post*, contributing regular editorials, chiefly in the field of business and finance. Before going to the *Post*, she was a research assistant for the Federal Reserve Board and did editorial work for the *Journal of Commerce*. Among her publications (besides editorial writing) are a monograph on *The Federal Reserve System in Wartime*, prepared for the National

Bureau of Economic Research, and articles in economics periodicals.

Hilda Hempl Heller is making her own highly original contribution to gerontology and the annals of interrupted careers. She was deflected from her specialty, bacteriology, by marriage to a zoologist, and assisted him in collecting animals for museums. Later she had to forgo professional work because of her mother's need for personal care. At fifty-eight she found herself free to resume a career of her own. Looking for an occupation which would not end in retirement at sixty-five, she set out for Peru to collect zoological specimens for museums and live wild animals for zoos. She made collecting trips to a forested area never visited by a zoologist before, but found that financial returns did not pay expenses. Quite unexpectedly, she was offered a position as chemist in a mining company in Arequipa, where she now directs the analysis of rock and soil samples and is experimenting in the new science of biogeochemistry—looking for trace elements in plants. Mrs. Heller contributed a paper on the application of a geochemical method which was read at the 1956 International Geologic Congress. She writes that she is also studying the possibilities of developing hand-knitting by Peruvian women for export—"an appropriate field for an old lady."

1920-1929

In the Twenties, the list of fellowships nearly doubled again, with sixty-seven awards for the decade.

These were boom years for women's opportunities as well as the economy. Women had won the vote; at last, politically, they ranked as "persons." In the academic world, too, their prospects seemed brighter. "An important turning point for women in the intellectual and educational field has come," said Virginia C. Gildersleeve, Dean of Barnard College. "After fifty years of pioneer work the doors of educational institutions are open to women. There is now the need of first-rate achievement."

New paths to achievement were opening, yet it was in the women's colleges that the fellows of this decade found their greatest opportunity and encouragement. Some of this group won recognition in the state universities—California, Wisconsin, Minnesota, Washington, Hawaii, Kansas State College—but a considerable majority of those who made national and international reputations were on the faculties of women's institutions.

When they received the award, 30 percent of the fellows had the Ph.D.; 58 percent obtained it later, making the final count close to 90 percent.

As to subjects, the natural sciences continued to lead, with social sciences and the humanities considerably lower. Physiology, law and political science, archaeology, and the history of art appeared on the list for the first time. One fellow reversed the transatlantic trend, sailing for India for research in Sanskrit.

Emma P. Carr became the leading woman of the United States in the field of chemistry. When the Garvan Gold Medal was established in 1937 to honor an American woman for distinguished service in chemistry, Dr. Carr was chosen by the American Chemical Society for the first award. At Mount Holyoke College (1905–46) Dr. Carr achieved a rare and fruitful combination of teaching and research. In her department (she was chairman for thirty-three years) she systematically developed group projects that would be within the capacities of a small institution and would contribute to fundamental research. Staff and students carried on investigations of the absorption spectra of organic compounds as a means of studying energy relations of molecules and atoms. A paper from Dr. Carr's laboratory in 1918 was the first in American chemical journals in this important field. When this department research was well under way, Dr. Carr used the AAUW fellowship to study at the University of Zurich, acquiring new techniques for her own research and the group project. The subsequent joint efforts of staff and graduate students produced what has been called "an incomparable contribution" to chemistry. Results were recorded in fifty or more graduate theses and papers, and published in thirty-five papers in scientific journals in the United States and Europe. Findings were significant for the theoretical chemist and physicist, and also for the petroleum chemist and the rubber chemist. Many students were stimulated to go on to advanced work. The seventh edition of *American Men of Science* lists sixty-two graduates of eight leading women's colleges with Ph.D.s in chemistry; Mount Holyoke graduates represent 42 percent of the total. Dr. Carr has received three honorary degrees, and the new chemistry laboratory at Mount Holyoke has been named in her honor. At the request of the State Department's Division of Cultural Relations she recently lectured as visiting professor at the National University of Mexico.

Immediately after **Margaret M. Justin** received her Ph.D. in nutrition and public health at Yale University, she was appointed Dean of the School of Home Economics of Kansas State College. In thirty years as dean, she helped broaden the concept of the

comparatively new field of home economics education, emphasizing improved family living. The school was the first state-supported institution to establish a nursery school supported from public funds and to provide graduate study in child guidance and family life. Dr. Justin developed an exceptional program of in-service faculty training and encouraged international exchange through foreign students at the school and faculty trips abroad. Three textbooks by Dr. Justin have been in use for twenty years, each repeatedly revised and reissued. She has served as a Fulbright consultant in the Netherlands and Norway, and consultant on training of American Army personnel in Germany for food service work. Now, since her retirement, she has a special assignment as professor of home economics at Kansas State College. Dr. Justin has been president of the American Home Economics Association; her terms in national offices of the AAUW total twenty-one years, including service as Regional Vice-President and First Vice-President. The Southwest Central Region of AAUW gives an annual fellowship named in her honor.

When **Helen T. Parsons** began her studies in nutrition, vitamin research was in its beginning stages. With Dr. E. V. McCollum she conducted some of the early experiments on rickets, scurvy, and diets which cause pellagra. At the University of Wisconsin (faculty member since 1921; professor in home economics since 1934) she has combined research and teaching, with distinction in both fields. Her experiments have included the testing of food values of such widely used foods as peas, soybeans, wheat and other cereals, and fundamental research on egg white, yeast, and other foods which have an antimetabolic effect, and on thiamine and folic acid. During World War II her work on riboflavin was used to establish the "required daily allowances" put out by the Committee on Food and Nutrition of the National Research Council; she has recently done a study on requirements for thiamine and riboflavin in women, on grants from the U.S. Bureau of Human Nutrition and Home Economics. Her research is reported in a long list of articles in scientific journals. She has received the \$1,000 Borden Award in Home Economics, in part for research on the nutritive value of protein which was done on the AAUW award, and further for "exemplification of basic research organization."

Rosemond Tuve has received two AAUW awards,—a fellowship in 1928, and in 1955 the Achievement Award for distinguished scholarly work. A member of the English Department of Connecticut College since 1934 (professor since 1946), her research has

dealt with English literature of the Middle Ages and Renaissance. Her book, *Elizabethan and Metaphysical Imagery*, is concerned not only with Renaissance poetry but with the nature of poetry of all time, and has had a wide influence, contributing to a deepening in current concepts of literary criticism. This work was given the Rose Mary Crawshay award of the British Academy. A later volume, *A Reading of George Herbert*, illuminates a particular poet through insight into his traditional Christian symbolism; another deals with *Images and Themes in Five of Milton's Poems*. Dr. Tuve has published a dozen or more scholarly articles, including a "Critical Survey of Scholarship in the English Literature of the Renaissance," undertaken at the request of the American Council of Learned Societies. She has lectured at the Universities of Toronto, Brown, Wisconsin, and at various colleges, and spent semesters as visiting lecturer at the University of Minnesota and Harvard.

Jane Sands Robb is known in medical circles for her fundamental contributions as an investigator of the physiology and biochemistry of the heart. Some sixty-five articles in medical journals report her work of the past thirty years, which has contributed to fuller knowledge of cardiac anatomy and histology, and cardiac physiology. Her research has had support from many sources, including the National Heart Institute of the U.S. Public Health Service, the American Medical Association, the Life Insurance Companies of North America, and the American Heart Association. Its value has been attested by an award from a joint meeting of the Canadian and American Medical Associations, a first prize from the New York State Medical Society, the first Alumnae Award and the honorary D.Sc. from the Woman's Medical College, and the Elizabeth Blackwell Citation of the New York Infirmary. Of the many fellows who say, "The award came at just the right time," hers is a particularly striking case. To gain her medical training (M.D. from the Woman's Medical College and D.M.Sc. from the University of Pennsylvania) Dr. Robb had struggled against all-but insuperable obstacles of ill health and financial difficulties. The fellowship came at a moment when it seemed impossible to combine necessary earning and the cardiac research on which she was then embarking. The award enabled her to establish herself in the research which became a life work. Since 1930 Dr. Robb has taught and carried on her experiments at the College of Medicine at Syracuse, where she is associate professor of pharmacology. She is the mother of two children, and now a grandmother.

Another M.D., **Dorothy W. Atkinson**, has specialized in internal medicine in private practice while serving in the University of

California Medical School, San Francisco, 1929–55, as assistant, then associate, clinical professor of medicine, and also serving as chief of the Medical Service of the Children's Hospital. She participated especially in the Endocrinology and Cardiology Clinic and made valuable contributions to the teaching program. She was president of the American Medical Women's Association, 1949–50, and has been first vice-president and member of the Board of Directors of the San Francisco County Medical Society. Papers reporting her research have appeared in *Endocrinology* and other medical journals.

Rachel E. Hoffstadt became professor emeritus of the Medical School of the University of Washington in 1954, after thirty-one productive years at the university. Coming to the Medical School with doctorates in both botany and bacteriology, she taught bacteriology, and in the next six years prepared laboratory manuals on immunology and on infectious diseases and contributed ten research papers—several on typhoid—to various medical journals. The AAUW fellowship then enabled Dr. Hoffstadt to work at the Pasteur Institute and other European centers, studying anthrax, an infectious disease, usually fatal, of cattle and sheep. She continued teaching and research at Washington, after 1939 as a full professor. In World War II Dr. Hoffstadt's research on viruses was aided by three grants from scientific bodies, and she trained many laboratorians in virus research, especially production of vaccines, for military and civilian hospitals and for commercial laboratories.

Another bacteriologist was **Martha O. Eckford**. She received the B.S. from Mississippi State College for Women in 1907 and the M.A. from Columbia University in 1913, and twelve years later, with the help of the fellowship awarded by AAUW, obtained the D.Sc. from the School of Hygiene, Johns Hopkins University. At Mississippi State College, she was professor of bacteriology from 1913 until her death in 1938. She established the Department of Hygiene there, and saw it grow to a flourishing department with a well trained staff and over six hundred students enrolled. She set up the Student Health Service at the college, and organized the nursery school. She studied summers at the universities of Michigan and Chicago and at Oxford and Cambridge, and brought to her college the stimulus of these experiences and the high scholarly standards of her work in such centers. She was the first president of the Mississippi State Division of the AAUW, and her influence was felt in many local organizations.

Hazel D. Hansen is a full professor at Stanford University, and an honorary citizen of Skyros, Greece. These distinctions are not

as far apart as they might seem, for Dr. Hansen has spent much time in archaeological work in Greece, chiefly in Skyros. There she has been working on a collection of prehistoric pottery. At Stanford, a third of her time is given to the university's archaeological collection. Her thesis on *Early Civilization in Thessaly*, prepared for publication on the fellowship, was published by Johns Hopkins University Press.

Dora Neill Raymond taught European history at Sweet Briar College, Virginia, from 1925 to 1950, as full professor from 1929 and head of the department for five years. Her study of *British Policy and Opinion during the Franco-Prussian War* was published in Columbia University's series, *Studies in History, Economics, and Public Law*. Her volume on *Oliver's Secretary: John Milton in an Era of Revolt*, won high praise from historians. She also wrote *The Political Career of Lord Byron*, and *Captain Lee Hall of Texas*, which was named "Texas book of the year" by the Texas Institute of Letters. Dr. Raymond held a Guggenheim Fellowship in 1949.

At Bryn Mawr College and beyond, **Marguerite Lehr** has a reputation as a scholarly and highly stimulating teacher of mathematics. The "beyond" has included TV; recently Dr. Lehr has pioneered in the crusade to use that medium for education. Her TV series, "Invitation to Mathematics," given in fifteen morning programs, met the test of soap-opera competition and proved that the public responds to a scholar who doesn't "talk down." Her major and continuing responsibility is teaching undergraduates and training and encouraging graduate students who may help to fill the crying need for well trained mathematicians. She writes:

Research? My so-called "teaching" program takes all the time for research my energies can give . . . simply to reach some notion of where graduate level work in advanced fields must or could go. One does research and plenty, to know what work is being developed where. Such work is required to feed enough young people into graduate and continued professional work in mathematics to fill a drastic need.

Dr. Lehr has taught at Bryn Mawr since 1924, associate professor since 1953. She received a Goucher College Citation for Distinguished Work in 1954.

Viola F. Barnes has made a notable contribution as teacher and historian of colonial New England. Her book on *The Dominion of New England* (Yale University Press, 1923) is still regarded as the standard authority on the turbulent "Dominion" period. She has published numerous essays, research articles, and reviews, and thirty or more contributions to the *Dictionary of American Biog-*

raphy and the *Dictionary of American History*. Her present research project, a book on the American Revolution, has been aided by grants from the Social Science Research Council and the Council of Learned Societies, and by a Guggenheim fellowship. At Mount Holyoke from 1919 to 1952 (professor from 1933), Dr. Barnes was largely responsible for developing the field of American studies. Dr. Barnes has served on committees of the American Historical Association, was elected a member of the Anglo-American Historical Institute and a Fellow of the Royal Historical Society, and received the LL.D. from the University of Nebraska for her work as a scholar.

Katharine C. Balderston combines success in teaching (at Wellesley since 1920; full professor since 1943) with research in eighteenth century English literature. Her particular province is Samuel Johnson and his circle. She has made possible a fairer appraisal of Oliver Goldsmith through three books, including a census of every known Goldsmith manuscript and an edition of Goldsmith's letters which an English reviewer rates as "probably the most important single contribution to our knowledge of Goldsmith's life that has appeared for nearly a century." On invitation of the Huntington Library (the second woman to be appointed a Huntington Visiting Scholar) Dr. Balderston edited a two-volume edition of the unpublished diary of Samuel Johnson's friend, Mrs. Thrale—an important work which adds considerably to the picture of Dr. Johnson and his intimates. For this Dr. Balderston received the Rose Mary Crawshay prize, given by the British Academy for a distinguished work by a woman in English literature.

Leonora Neuffer Bilger went to the University of Hawaii as full professor in 1925, after research at Cambridge University on the fellowship. For some years she combined the roles of supervisor of chemical research and dean of women, and from 1943 to 1954 served as chairman of the Chemistry Department. She is now senior professor of chemistry, the only woman to attain that rank at the University of Hawaii. She served as sole technical adviser to the architect in the construction of the university's million dollar chemistry building. Her research has been reported in various chemical journals, and she has directed and participated in a number of studies important to Hawaiian agriculture and industry. She is currently continuing research on asymmetric molecular structures begun on the fellowship. In 1951 the American Chemical Society named Mrs. Bilger for the Garvan Gold Medal.

M. Channing Linthicum's book, *Costume in Elizabethan Drama* (Clarendon Press, Oxford), has been called by scholars "a notable

landmark" in its field, "an invaluable book for reference." After teaching at the University of Iowa, Dr. Linthicum in 1934 became professor of English literature at Salem College, West Virginia, remaining there for fifteen years, when family responsibilities made it necessary for her to retire. Although too distant from source materials to continue her research, she stimulated Salem students to go on to higher levels of learning, and through many lectures brought the Elizabethan period vividly before a wide audience.

Helen R. Downes, in thirteen years of cancer research at Memorial Hospital, New York, helped to develop techniques for measuring radiation dosages, worked on such fundamental problems as metabolism of the cancer cell and the relationships of tumors to endocrine development, and tested the effects of certain treatments on tumor and cancer growth. Since 1932 she has taught at Barnard College, as executive officer of the Chemistry Department since 1945, professor of chemistry since 1948. Her comprehensive text, *The Chemistry of Living Cells* (1955), has been welcomed as "the best available introduction to biochemistry." It is not only used by many colleges and universities in this country but has been commended by scientists in Europe and even in Africa.

On the AAUW fellowship **Mildred Fairchild** (now Mrs. R. M. Woodbury) studied in England at the London School of Economics and the National Institute of Industrial Psychology. At Bryn Mawr College she became director of the Graduate Department of Social Economy, a department known for its thorough training of advanced students in social and economic problems, social welfare, and statistical methods. In the Thirties Dr. Fairchild collaborated with Susan M. Kingsbury in a first-hand study, *Factory, Family and Woman in Soviet Russia*, regarded as the fullest available picture of women in the Soviet economy. From 1946 to 1953 she served on the staff of the International Labor Office in Geneva as chief of the Women's and Young Persons' Division. Since her retirement she has been writing and doing consultative work on employment of women and youth. Her recent study, *The Needs of Children in the World*, has been published by the International Union for Child Welfare.

Myra M. Sampson was a member of the Smith College faculty from 1909 to 1955 (full professor from 1929); as chairman of the Zoology Department for ten years she helped to build a strong department. She did some of the early work on the effect of vitamin A deficiency in reproduction, and has continued her research

on vitamin A since retirement. During World War II Dr. Sampson was a member of the Governor's Council on Nutrition (Massachusetts) and did research on physical fitness tests for the Naval Research Institute. She recently served for three years as member of the city Board of Health of Northampton.

Annie Abel-Henderson is recognized as one of the outstanding American historians for her scholarly research on the history of American Indians and other subject native peoples. Her books, *History of Events Resulting in Indian Consolidation West of the Mississippi* and *The Slaveholding Indians* (three volumes), established her as an authority on Indian history and native policy. She also edited numerous journals of early explorers and officials for publication, and contributed articles to various periodicals. Dr. Abel-Henderson was professor of history at Goucher College and at Smith and the University of Kansas, and served as historian of the Indian Office.

1930-1939

In the Thirties, a combination of events slowed the rate of increase in the number of AAUW awards. The depression was not solely to blame. The Association had launched its Million Dollar Fellowship Fund, and contributions were being channeled to endowments rather than stipends. Only three more fellowships, seventy in all, were awarded than in the Twenties.

In contrast with the Twenties, there was a sharp rise in the number of fellows working in the humanities. This probably reflects the influence of the depression: jobs were scarce for women in such "useless" fields as history and English (the two most popular subjects for fellowship work in this decade), and they turned to further study. Even so, the natural sciences continued in the lead, but by a narrower margin. Anthropology appeared as a new field, together with genetics, international relations, musicology, library science, and medical social work.

In this decade there was a drop in the proportion of fellows who were over forty when they received the award (9 percent). Doubtless older women in these depression years did not care to risk leaving their jobs. The proportion of fellows who had the doctorate at the time of the award was higher than for any other decade after 1920—40 percent. Presumably this too is a reflection of the depression situation, when new Ph.D.s had a hard time finding jobs. Later an additional 37 percent obtained the doctor's degree.

Among this decade's fellows were a number who went on to make their mark outside academic institutions, in government research and work for commercial or private agencies. Several eventually won senior posts in coeducational institutions, including the universities of Delaware, North Carolina and Yale; California, Minnesota and Hawaii again; and Gustavus Adolphus College in Minnesota.

As chief of the Human Nutrition Research Branch of the U.S. Department of Agriculture, **Callie Mae Coons** directs one of the important research programs of the Federal Government. Dr. Coons has taught in colleges in Indiana, Oklahoma, Arkansas, and California, and twice has organized college departments of home economics. Before joining the Human Nutrition Branch in 1945, she had assisted in special studies for the Department of Agriculture, one of them concerned with appraisal of national food supplies in World War II. Dr. Coons's own research has dealt with the metabolism of women, particularly in pregnancy. Her studies have thrown light on calcium and protein requirements of pregnant women, low basal metabolism in women, and the acid-base balance of minerals during pregnancy. On the fellowship she made comparative studies of metabolism of southern and northern women during pregnancy. She herself is an example of the successful combining of home and career, and comments that "Being a parent and managing a home have been wholesome and maturing influences."

Lucy W. Pickett is a product and a part of the Chemistry Department at Mount Holyoke that has had such far-reaching influence in the training of women scientists. Exposed as an undergraduate to the stimulating influence of Dr. Carr's department, she went on to obtain an M.A. in chemistry at Mount Holyoke, then the Ph.D. at the University of Illinois, and returned to her alma mater in 1930 as an instructor. The AAUW fellowship provided a year at the Royal Institution in London for research on X rays and crystal structure. At Mount Holyoke Dr. Pickett has contributed to the group research in the spectroscopic study of organic compounds, and she has received two grants for work abroad on this problem. Her research has been reported in more than two dozen papers in chemical journals, and she is recognized as one of the foremost women in physical chemistry in this country. Since 1954 she has been chairman of the department, combining research, teaching, and administration with signal success. Since 1948 she has been principal investigator of a research project

sponsored by the Office of Naval Research and later supported by the National Science Foundation.

Another chemist distinguished in teaching and research is **Elizabeth Dyer**. She too received her B.A. and M.A. from Mount Holyoke; her Ph.D. was from Yale. At the University of Delaware since 1933, she was appointed to a full professorship in 1951, one of the few women holding that rank in a department of chemistry in a state university. Besides her teaching, she is directing the research of graduate students. Dr. Dyer has received grants for research from the Office of Naval Research and from the National Science Foundation. Her list of publications runs to more than twenty, a good many being papers with students. Her research is in organic chemistry—some of the most recent in the field of plastics.

Marion Maclean Davis is carrying on important investigations in the National Bureau of Standards, where she has been research chemist since 1941. She is in charge of a research project on acidity and basicity in organic solvents—a program initiated during World War II to meet the need for reliable methods of determining acidity in lubricating oils; later applied to other oils, dry-cleaning solvents, and commercial solvents; and currently emphasizing fundamental research. One of the products synthesized in the course of the project proved so much in demand that the Eastman Kodak Company now manufactures it. The research conducted by Mrs. Davis has been reported in about twenty articles in the Bureau's *Journal of Research* and other chemical publications; and university and industrial scientists in many parts of the world have indicated their interest and appreciation. For her major research contributions in this field, she has received the silver medal for service of unusual value to the U.S. Department of Commerce. She received her B.A. and M.A. in Mount Holyoke's famous Chemistry Department under Dr. Emma Carr, her Ph.D. at the University of Illinois.

Ruth Lee Kennedy, professor of Spanish at Smith College, was the first American woman to lecture at Oxford or Cambridge—an invitation extended in recognition of the leading place she holds among students of the drama of Spain's Golden Age. Dr. Kennedy's book on Moreto is considered the standard on that great seventeenth century Spanish dramatist. On an AAUW fellowship, she gathered material on another of the foremost dramatists of the period, Tirso de Molina, and published a series of articles in *Hispanic Review*, hailed by Hispanists for their thorough research

and the new light shed on the dates of Tirso's plays. A second AAUW fellowship, immediately after World War II, enabled Dr. Kennedy to follow her lectures in England by a trip to Spain in search of further material on Tirso's plays. She has published some twenty articles which illuminate the social and political background of the theatre of seventeenth century Spain; and has served as chairman of the Renaissance Section of Spanish of the Modern Language Association and as visiting professor at the universities of Michigan, California, and Arizona. Dr. Kennedy has recently held a Guggenheim fellowship for study of costume as a chronological yardstick for the early seventeenth century—a study which will cut across history, literature, and art as well. At last report she was in Spain as director of the Smith College Junior Year in Madrid.

Evelyn B. Man is research associate at Yale University, in charge of the "Thyroid Laboratory" in the Department of Internal Medicine. This laboratory, besides doing routine blood chemistries, makes critical evaluation of changes in specific tests on blood in relation to diagnosis and treatment of patients. Dr. Man's research (at Yale, since 1930) has made a notable contribution in development of techniques for the measurement of subtle chemical changes within the body which may be of great importance in the functioning of the body as a whole. One of her major contributions, under the stimulus of Dr. John P. Peters, was a series of laboratory studies which developed precise methods for detecting disorders of thyroid functioning by measuring iodine compounds in blood. She has done much research on disturbances in the various fatty components of blood in patients with a variety of diseases, with important implications for arteriosclerosis and coronary heart disease. Dr. Man and her collaborators have also made important studies of changes in thyroid function during pregnancy which may influence the baby's physical and mental development before birth. About one hundred papers, of which she is co-author, report techniques developed and findings in relation to blood fat of patients suffering from malnutrition, diabetes, diseases of the thyroid, liver, and kidney; and also in relation to iodine fractions of blood serum in diagnosis and treatment of thyroid disease, pregnancy, and mental retardation of children, and in metabolic conditions related to thyroid function.

Constance E. Hartt went to Hawaii as an AAUW fellow in 1931 to study the role of potassium in the growth of sugar cane. She has remained there ever since, doing research in the Hawaiian

Sugar Planters Association experiment station, where she is associate plant pathologist. Her studies have resulted in making the processes involved in photosynthesis and sugar formation in the cane plant perhaps better understood than in any other commercial crop. Some twenty published articles record her experiments, including studies with radioactive isotopes. In 1950 she addressed the International Botanical Congress in Stockholm on her studies using tracer carbon. She is a fellow of the American Association for the Advancement of Science.

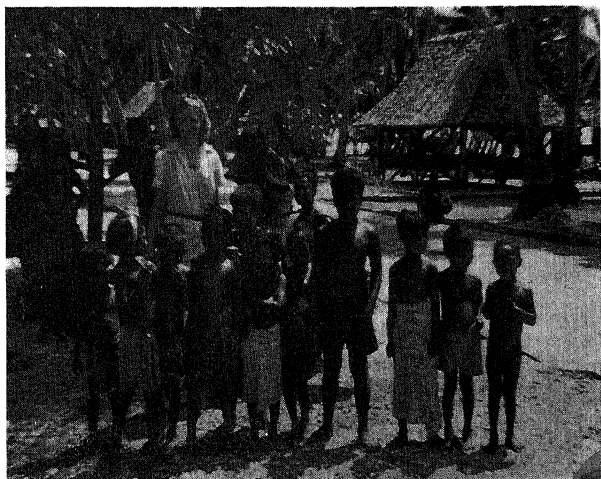
"My classes are in writing, criticism, poetics or theory of poetry, and best of all, freshman composition," writes **Josephine Miles**. Surely an unexpected "best" for a gifted and original poet and critic! Josephine Miles's first book of poems, *Lines at Intersection*, appeared in 1939; three others, *Poems on Several Occasions*, *Local Measures*, and *Prefabrications*, have followed. Her poems have appeared from time to time in *Poetry Magazine*, the *Kenyon Review*, and numerous other periodicals, and are included in several anthologies. Reviewers have called her work innovating and brilliant, and written of "the sharp refractions of her quietly incendiary mind." She has received the National Institute of Arts and Letters Annual Award for her poetry, and was included in *Fifteen Modern American Poets*, edited by George P. Elliott. Meanwhile, Dr. Miles has produced distinguished studies in criticism, on the tools of expression used by poets. The AAUW fellowship contributed to the writing of *The Vocabulary of Poetry*, dealing with Wordsworth, published by the University of California Press in 1946. *The Continuity of Poetic Language*, from the sixteenth century to the twentieth, appeared in 1951, prepared in part through the aid of a Guggenheim Fellowship. At the University of California, where she has taught since 1940 and is now professor of English, Dr. Miles gives stimulating instruction to students from freshman to graduate level and influences a much wider circle of young writers through her encouragement and criticism and example. By recent count, over two dozen of her students have published in leading national magazines.

Lucy S. Morgan is a leader in building the comparatively new profession of public health education. Beginning in rural Tennessee, her work has won national and international recognition. After studying public health at Yale on the fellowship in 1935, she returned to Tennessee for further work in rural schools. Three years as director of the Tuberculosis and Public Health Society of Hartford, Connecticut, followed; then Dr. Morgan became the first health education consultant in the U.S. Public Health Service. In

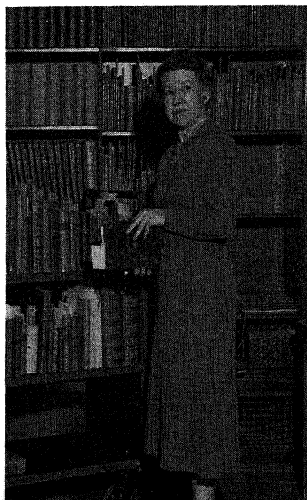


Dr. Virginia Bever Platt, 1940, besides teaching history at Bowling Green State University, Ohio, is home-maker for her husband and two daughters.

Dr. Katharine Luomala, 1937, chairman of the Anthropology Department, University of Hawaii, visits the Gilbert Islands, whose folklore she is studying.



Dr. Autrey N. Wiley, 1930, professor of English, Texas State College for Women, inspects some of the items in her bibliography on Jonathan Swift.



Dr. Gwendolyn B. Needham, 1955, associate professor of English, University of California, Davis, in the rare book room of the Huntington Library

1942 she was appointed professor at the University of North Carolina, and under her guidance the first department of health education at a school of public health was established there, with Dr. Morgan as department head. Through her training of specialists in the field, Dr. Morgan is credited with improving and modernizing the whole concept of public health administration, particularly in official agencies of the South. During World War II she organized demonstration projects enlisting local women near military camps to spread information and secure action to guard their communities against health hazards. Dr. Morgan helped to found the Society of Public Health Educators, and is a past president. She is a member of the World Health Organization's Expert Advisory Panel on Health Education of the Public, member of the Governing Council of the American Public Health Association, and recently received the Cleveland Health Museum's Prentiss National Award in Health Education. The citation named her as "team leader, community organizer, mobilizer of lay groups, and a true professor."

Ruth E. Grout is another fellow who has broken new ground in the field of public health education. She is a full professor at the University of Minnesota in both the School of Public Health and the College of Education. As fellow she studied at Yale—the first student to work jointly under the Department of Public Health and the School of Education. After obtaining the Yale Ph.D., Dr. Grout served as senior health education supervisor in the Tennessee Valley Authority, and briefly as consultant to the U.S. Office of Education during the war. She also co-authored a *Study Guide in Personal and Community Health* for the Armed Forces Institute. Since coming to the University of Minnesota in 1943 she has been responsible for the professional preparation of health educators who now hold important positions throughout the world. She has served as consultant to the World Health Organization, helping to organize a European health education conference, teaching in Turkey, and traveling extensively in connection with her work. She has been consultant on a health education program for Puerto Rico and received a special plaque from the City of Paris in recognition of her services. She has published two books on health education in the schools, and contributed chapters to other publications as well as articles in professional journals. Dr. Grout has served as chairman of the Public Health Education Section of the American Public Health Association, is a member of the Policy Committee of the U.S. Citizens Committee for WHO, and of the WHO Expert Advisory Panel on Health Education of the Public.

Josephine Waters Bennett has won wide recognition among English scholars for her work on writers of the Renaissance. Her book, *The Evolution of the Faerie Queene* (University of Chicago Press), presented new evidence as to the order in which the various parts were written and threw fresh light on Spenser's art. A Guggenheim fellowship in 1944 led her to broaden her field of study, and to write *The Rediscovery of Sir John Mandeville* (Modern Language Association), a scholarly contribution to the disputed question of the authorship of Mandeville's *Travels*. Two dozen or more substantial articles on Renaissance subjects by Dr. Bennett have appeared in scholarly journals, and she received a second Guggenheim Fellowship for work on a book on the cultural development of England from Chaucer to Sir Thomas More. Mrs. Bennett has taught since 1942 at Hunter College, where she is full professor. She is editor of *Renaissance News* and executive secretary of the Renaissance Society of America, set up to coordinate the disciplines which contribute to knowledge of the Renaissance and to seek cooperation among scholars in the field on an international basis.

Katharine Luomala probably knows more than any other one person about the folk tales of the Polynesian islands. On the AAUW fellowship and on grants of the Bishop Museum in Hawaii, she has searched out Polynesian hero tales, identifying variants in different island groups and tracing similarities to folktales of the Asian mainland, thus throwing light on early relationships and migrations. Since 1948 Dr. Luomala has taught at the University of Hawaii, where she is professor of anthropology and chairman of the department. She has traveled to isolated islands to record information about their culture, and has collected plants and other natural history specimens with information on their place in native life, useful to scientists and administrators in this area. She has been especially interested in the dynamic aspects of Polynesian culture—the conflicts and adjustments to change revealed in myth and ceremony and in the social institutions of the islanders. Her studies have extended to the Gilbert Islands, Micronesia, and on a Guggenheim fellowship she recently studied manuscripts at Harvard of American missionaries who worked in the Gilberts. Before going to the University of Hawaii, Dr. Luomala made some studies of American Indians; her bulletin on *Navaho Life of Yesterday and Today*, written for the National Park Service, will, an official of the Service says, “always be a classic.” In the war years she made surveys for the government of attitudes of the public toward various wartime programs; she also made studies of the Japanese

in relocation centers and community attitudes toward their return. Dr. Luomala's publications include *Voices in the Wind*, a collection of Polynesian myths and chants, and more than fifty articles, bulletins, and encyclopedia contributions. She has been both associate editor and editor of the *Journal of American Folklore*.

Mary Frear Keeler saw the fruits of nearly twenty years of work when her book, *The Long Parliament*, was published in 1954 by the American Philosophical Society. This study of members of Parliament in the opening years of England's revolution has been hailed in the United States and Great Britain as invaluable, scholarly, path-breaking; it is recognized as indispensable for the study which English historians have undertaken of the history of parliamentary representation in their country. A volume both monumental and readable, it presents a portrait of the Parliament and a report of the elections, county by county, as well as biographies of the members, many of them reported for the first time. Much of the research was done on the AAUW fellowship in 1935-36, while Dr. Keeler was on leave from the history staff of Pennsylvania State Teachers College (now University). Two more years of teaching followed; then marriage interrupted Dr. Keeler's teaching, but not her research and writing, nor her AAUW interests. She initiated a new branch and served as state fellowship chairman. Since the death of her husband in 1950, Dr. Keeler has been lecturer in history at Vassar and Wellesley, and is now Dean of the Faculty and lecturer in history at Hood College, Maryland. She is also chairman of the AAUW Committee on Fellowship Awards.

The careers of two geneticists among the fellows of this period are examples of solutions of the family-and-career problem. Both managed to keep up scientific work on a reduced scale while establishing their families, then took up full-time professional work again.

Elizabeth Shull Russell has done basic research on heredity at the Roscoe B. Jackson Memorial Laboratory, Bar Harbor, Maine, the great world center for genetic studies, particularly in relation to cancer. At first, as the Ph.D. wife of a member of the Laboratory's staff, Dr. Russell secured a small grant for equipment and was welcomed to work at the Laboratory—without pay. Later the AAUW fellowship financed further experiments. In the years that followed, four children were born, and Dr. Russell carried on a limited program of research, adapted to the irregular time that she could give. In 1946 she returned to full-time research, and now is Staff Scientific Director at the Laboratory. She has done genetic

studies of benign and malignant tumors and carried on experiments of great value in throwing light on causes of congenital anemia. Recently she has pioneered in the use of radio-isotopic tracers in studying genetic defects, and has done basic research demonstrating that many types of disease are influenced by heredity. She has long had charge of the Laboratory's breeding pool of inbred mice from which a million or more mice a year are raised and shared with some three hundred institutions over the country. These mice, whose family histories are carefully recorded for many generations, are used for studies of heredity. Dr. Russell's research is reported in sixteen articles in scientific periodicals. She is a member of advisory boards in connection with grants of the National Research Council and the Committee on Exchange of Persons (Fulbright grants). And she has found time to serve as president of the Mount Desert Island AAUW Branch.

Katherine Brehme Warren, another geneticist, also managed to "keep her hand in" in scientific work while her daughters were small. For six years she stopped college teaching to care for her children through their babyhoods. During this time she did scientific editing, as a free-lance editor and since 1941 as executive editor of the Cold Spring Harbor Symposium. In 1950, when her youngest child was two years old, she returned to teaching as assistant professor at Hofstra College. Dr. Warren's book, *The Mutants of Drosophila Melanogaster*, (with C. B. Bridges) was published by the Carnegie Institution of Washington in 1944, the year her first daughter was born; a new edition was printed in 1950, and Dr. Warren recently received a \$13,000 grant from the National Science Foundation to prepare a revised edition. She has contributed numerous papers to scientific journals. Under Dr. Warren's chairmanship of the AAUW Fellowship Committee of the New York City Branch, the Virginia C. Gildersleeve International Fellowship endowment was completed; she has also served on the AAUW Fellowship Funds Committee, and many of the early holders of AAUW international grants remember gratefully her service in welcoming them to this country.

Ever since she went to England in 1932 on the AAUW fellowship, **Ruth W. Hughey** has been working in one way or another on research growing out of that year of exploring old manuscript sources. Her fellowship objective was to search out the writings of English women of the sixteenth and seventeenth centuries. In the course of that search she made one of the most important "finds" of the century in English scholarship—a lost anthology of

sixteenth century poetry. She received a Guggenheim fellowship to edit this manuscript, and her two-volume edition is now in process of publication. Her book on *The Correspondence of Lady Katherine Paston, 1603–1627* was published in England by the Norfolk Record Society, and several articles relating to the writings of Elizabethan women have appeared. She is now back to the original project—completing a book on literary women of the English Renaissance. Meanwhile Dr. Hughey has taught at Ohio State University since 1939; in 1947 she became an associate professor, the only woman among the senior staff of the English Department.

In more than thirty years at Texas State College for Women at Denton, **Autrey Nell Wiley** has taught all levels of students, and served on the Graduate Council and Executive Committee of the college; she has written two books, and contributed some two dozen papers on scholarly subjects to various periodicals. She has been a full professor since 1939, director of the English Department since 1947. She has also served as member of the AAUW Committee on Fellowship Awards, as a national director of the College English Association, president of the conference of College Teachers of English, chairman of the Classical Section, English VII, of the Modern Language Association, and member of numerous MLA committees. Her first book, *Rare Prologues and Epilogues, 1642–1700*, brought together, with historical background, rare and long inaccessible preludes and final pieces that were an important feature of the eighteenth century English theatre—a valuable service to students of the drama and bibliographers. In *Jonathan Swift (1667–1745), An Exhibition of Printed Books at the University of Texas*, Dr. Wiley summed up for this country and England a full account of all exhibitions honoring Swift on the two-hundredth anniversary of his death, bringing together information significant in the bibliography of Swift. These are scholars' publications, praised here and abroad; but Dr. Wiley is also a popular lecturer with civic and educational groups. Her talks convey her own faith in liberal education and the inquiring mind and her sense of the responsibilities of the scholar.

Agnes M. Larson started out, with the help of the fellowship, to write a doctoral thesis; she soon found that she had an opportunity to break new ground in regional history of the Minnesota Valley. Her comprehensive *History of the White Pine Industry in Minnesota*, published in 1949 by the University of Minnesota Press, recorded the story of a vanished industry—a story significant for conservation and social history as well as economic and regional history. Much of the material was gleaned first hand from men who

had had a part in it. Dr. Larson has also published a number of articles on Minnesota history. She has taught American history at St. Olaf College, Northfield, Minnesota, since 1925, as full professor since 1938, and is now chairman of the Social Science Division.

1940–1949

Within the Forties, members of the Association saw the fruits of their work in raising fellowships under the Million Dollar Fellowship Fund. Completed endowments brought a very considerable increase in awards: 134 national fellowships were given in this decade.

The humanities now were the leading field, with nearly half the awards, and natural sciences stood third in fellows' interests. This shift reflected the war's demands and the postwar influx of GIs into the colleges. Trained scientists were heavily engaged in war-time jobs and in teaching; it was the scholar in the humanities who could take time off for her own research. Literature was the high favorite, with history next. Art and archaeology, which had had only one award in the Thirties, now had ten. The Association felt some satisfaction in thus helping to maintain the continuity of our cultural heritage when so much of the country's interest was necessarily concentrated on technical subjects.

When they received the fellowship, 31 percent of the fellows held doctorates. This was a drop of 9 percent from the preceding decade, reflecting the interruptions of the war, and possibly also the fact that the AAUW's \$1,500 stipends were no longer sufficient to attract post-doctoral candidates. Later, 43 percent acquired the Ph.D. degree.

Twenty of this decade's fellows (14 percent) were over forty at the time of the award—the beginning of an upward trend in over-forty recipients. Four awards went to women in their fifties.

Although the younger fellows of the Forties are at this writing only midway in their careers, there are significant contributions to report.

Ada Nisbet is associate professor of English at the University of California (Los Angeles). She has had two Guggenheim awards and a grant from the American Council of Learned Societies—all to continue her investigations of literary relationships between Victorian Britain and the United States. In the course of reading thousands of letters and old newspapers and periodicals she has uncovered much untapped source material. Her book, *Dickens*

and *Ellen Ternan*, marshals new evidence on a disputed relationship; it was widely and favorably reviewed, and chosen one of the "Books of 1952" by the *Nation*. Dr. Nisbet has published several articles on Dickens and is at work on a comprehensive bibliography (over 8,000 items) of British comment on the United States, from Mrs. Trollope to Kipling, 1832-1899, soon to be published.

Phyllis Williams Lehmann is professor of art at Smith College, and since 1948 has been assistant field director of New York University's annual summer excavations at Samothrace. She has received a Guggenheim fellowship and a Fulbright grant to continue research for a major book—a history of Hellenistic religious buildings. Meanwhile she has served as assistant editor and book review editor of *Art Bulletin*, and has published a study of representations of statues on coins of southern Italy and Sicily in the classical period, an important monograph on Roman wall paintings in the Metropolitan Museum of Art in New York, and a number of articles in periodicals.

Marguerite Young looks back on the fellowship as the means of launching her creative writing career. Her book, *Angel in the Forest*, was completed in the year for writing that was made possible by the AAUW fellowship. In it she tells the story of New Harmony, Indiana, site of the exotic Rappite community and later of Robert Owen's project of a "perfect city" in the New World. Miss Young did long and careful research for this volume, but it was the author's individual poetic style and humor that won the critics' enthusiastic praise. "A true book, conceived as great poems are conceived," said the *Herald Tribune* review. Since that volume, Miss Young has followed the vocation of a writer, contributing to magazines and working on projected books. She has received a Guggenheim fellowship, two Rockefeller grants and one from the American Academy of Arts and Letters, and has spent a year in residence at the University of Iowa as visiting lecturer, conducting writing seminars.

Another book that was furthered by the fellowship recreates a segment of nineteenth century American life, but a segment as far removed as possible from the fantastic utopia at New Harmony. **Eleanor M. Tilton** made use of newly released material for *The Amiable Autocrat*, her biography of Oliver Wendell Holmes, Sr. Her book has been welcomed by reviewers as filling an obvious lack, and is credited with correcting misinterpretations and setting forth a valid picture of the many-sided doctor, reformer, writer, and wit. Dr. Tilton has also collaborated in preparing an extensive

Bibliography of Oliver Wendell Holmes, published by New York University Press. She is associate professor of English at Barnard College.

Elizabeth F. Colson as an anthropologist has contributed to understanding of cultural groups on opposite sides of the globe—Indians of the state of Washington, and African primitive tribes in Northern Rhodesia. On the fellowship she lived in the Makah Indian community on the tip of the Olympic Peninsula, making a study of that tribe under the impact of modern American society. Her book, *The Makah Indians* (University of Manchester Press and University of Minnesota Press) is significant for all who are concerned with the re-education and assimilation of groups of people. During World War II, Dr. Colson interrupted her research to work on a study for the government of one of the relocation centers for Japanese, looking toward solution of some of the problems of the community. After the war she was appointed director of the Rhodes-Livingstone Institute, and went to Africa for anthropological work among the Plateau Tonga of Northern Rhodesia. A book on *Seven Tribes of British Central Africa* (Oxford University Press) was the result, as well as several other published studies. Three years at the University of Manchester followed, where she was senior lecturer. On her return to America Dr. Colson became associate professor at Goucher College, then research associate of the African Research Program, Boston University. She was granted a year's leave from that post to return to Northern Rhodesia to do field work among a tribe that is to be moved because of a hydroelectric dam. Her studies of the life of these people, whose language she already speaks, will aid the government in plans for resettlement.

When **Gladys M. Kammerer** was chosen "Distinguished Professor of the Year" in the University of Kentucky's College of Arts and Sciences, a newspaper editorial hailed the choice, saying: "In the ten years she has been a faculty member, no other representative of the university has done more to make the school a vital, active part of the state, its politics and its culture." She is the first woman to receive the award, which confers freedom from teaching duties for a semester to conduct research. A stimulating teacher of political science, with the rank of full professor, Dr. Kammerer has served Kentucky in many ways—as chairman of the advisory committee which prepared voting reform legislation, member of the Child Welfare Advisory Committee which drafted a Youth Authority Act, consultant to the Legislative Research Commission, and leader in the movement for an efficient merit system. She is a

member of the National Executive Council of the American Association of University Professors and national secretary of the American Political Science Association. In 1954-55 she held a Ford Foundation grant for study of administration of Britain's child welfare program, and she has also made an on-the-spot study of Puerto Rico's election laws for the Public Administration Service. On the AAUW fellowship Dr. Kammerer completed research for her book, *The Impact of War on Federal Personnel Administration, 1939-45*, published by the University of Kentucky Press. She has published a number of articles and monographs, including a study of *The Staffing of Committees of Congress*, on which she was asked to report to Congress. Dr. Kammerer is a member of the AAUW Legislative Committee.

Madeleine Doran (member of the English faculty, University of Wisconsin, since 1935; professor since 1953) is known here and abroad for her scholarship in Elizabethan literature. Her earlier textual work has modified accepted opinion on the Henry VI plays and *King Lear*; she edited one of Thomas Heywood's plays for publication by the Oxford University Press, and has contributed distinguished articles on Shakespeare and the Renaissance to American and English learned philological journals. Her major work, done in part on the AAUW fellowship, is *Endeavors of Art, A Study of Form in the Elizabethan Drama*, published in 1954 by the University of Wisconsin Press. This important volume illuminates the background of tastes, critical ideas, and conventions against which Shakespeare and his fellow dramatists worked, and scholars have welcomed its comprehensive treatment of the "frame of artistic reference" of Elizabethan writers.

Ruth J. Dean, medievalist and professor of French at Mount Holyoke, has twice been invited to be a member of the Institute for Advanced Study at Princeton—an honor reserved for top scholars. The first invitation came when she held the AAUW fellowship, making a study of Nicholas Trevet, a significant figure in the transition from medievalism to humanism. Several articles based on this research have been published, and Dr. Dean (the doctorate is from Oxford) is preparing a full-length book which will throw light on the intellectual activity that preceded the Renaissance in Western Europe. She has published numerous articles on medieval literature and paleography, in which she is recognized as one of this country's experts. Dr. Dean received a Guggenheim fellowship for research in Europe on Anglo-Norman manuscripts; she was made Officier d'Académie by the French Government; was invited to lecture to students in the Honour Schools of French

of St. Hugh's College, Oxford, and of Westfield College, University of London, and was elected to guest membership of the Senior Common Room of both colleges. A member of the Mount Holyoke faculty since 1934 and for three years chairman of the French Department, she has served on committees of the Modern Language Association, the Junior Year Abroad, and Fulbright committees, and in the AAUW has been chairman of the Committee on Applications for Oxford and president of the Massachusetts State Division. With all her erudition, she is the only AAUW fellow, as far as is known, to have worked for Elizabeth Arden—as advertising manager in London in 1928.

Edith Fishtine Helman is known for the excellence of her teaching (at Simmons College since 1931; professor since 1945), and for her illuminating studies of modern Spanish writers. In Spain on the fellowship she gathered materials on the literature of the Spanish “enlightenment” showing the conflict of foreign and modern ideas with traditional beliefs in the late eighteenth century, and throwing new light on the ferment of this period as it has influenced the Spanish situation today. The discovery of some unknown documents led her to prepare an edition of the first version of Cadalso's *Noches Lúgubres*, which was published in Madrid. Dr. Helman is the author of three textbooks and numerous articles in the *Hispanic Review*, *Hispania*, and in journals of Spain, Mexico, and Argentina. Recent publications have dealt with the literary background of Goya's graphic work. She has been active in professional organizations, and is a member of the AAUW Fellowship Awards Committee.

Dorothy Maharam Stone suspended teaching while her two children were small, but continued her research in mathematics. She has made a substantial contribution to the body of mathematical knowledge in her special field, “measure theory.” When her younger child was three, Dr. Stone took a full-time teaching post as visiting professor of mathematics at Wellesley College. Later her husband, also a mathematician, accepted a position in England, and Mrs. Stone received a teaching and research appointment at the University of Manchester, where she now holds a full lectureship.

Another mathematical husband and wife are **Ilse Novak Gál** and her husband, both assistant professors at Cornell. On the AAUW fellowship Mrs. Gál completed research for her doctoral thesis on mathematical logic, which received Radcliffe's Caroline I. Wilby prize for the best original work of the year in any depart-

ment. After two years of teaching at Wellesley, the fundamental importance of her work was recognized by award of a two-year fellowship of the Bell Telephone Laboratories. Her study, *Models of Consistent Systems*, has been published by *Fundamenta Mathematica*. She is a member of the Council and Executive Committee of the Association for Symbolic Logic.

Pauline Morrow Austin is another fellow who has managed to combine research in a highly technical field with teaching and family responsibilities. Her fellowship research in physics, done for her doctoral dissertation at the Massachusetts Institute of Technology, was on an important problem concerning electromagnetic waves in the ionosphere. After the birth of her two daughters, she continued to do research at MIT part time, working during the war on such problems as the reflection of radar waves from various types of targets. Since the war she has taken part in investigations in a new field—the study of weather phenomena by means of radar—and a number of her reports have been published in the *Journal of Meteorology* and the proceedings of conferences on radio meteorology. On leave from MIT she recently served as lecturer in physics at Wellesley College, and is now research associate in MIT's Department of Meteorology.

When **Helen W. Randall** was appointed Dean of Smith College two years after holding the fellowship, an able scholar in the field of eighteenth century English literature was diverted from research to administration. Dr. Randall's dissertation had won the John Addison Porter Prize, given for the best Ph.D. thesis of the year at Yale and only once before won by a woman. On the AAUW fellowship she gathered materials for a comprehensive study of eighteenth century rhetoric, and published a study of sermons on the beheading of Charles I, based on materials in the Huntington Library. Since 1948, administrative duties at Smith, where she is professor of English as well as dean, have claimed her time.

Florence Hollis was an experienced social worker when she received the fellowship. She used it to write *Women in Marital Conflict*, a study of the nature of marital conflict and the role of casework in helping people with marital problems. Published in 1949, it was welcomed as "a *must* for the library of the well equipped social worker," illuminating not only on marital problems but on casework in general. For five years after the fellowship Dr. Hollis was director of publications of the Family Service Association of America, editing the *Journal of Social Casework* and other publications, serving as consultant for various committees,

and participating in the national agency program. She is now professor of social work at the New York School of Social Work, Columbia University. She has worked to establish training in casework on the doctoral level and developed teaching material for such training. Dr. Hollis is frequently asked to conduct institutes and seminars in various cities, and twice has given papers in international U.N. seminars in casework.

Madeleine P. Grant, in twenty-seven years of teaching biology (at Mount Holyoke, Smith, and Sarah Lawrence) became interested in the teaching of science as a part of general education. On the fellowship she carried out that interest in writing a new kind of college text, *Microbiology and Human Progress*. Designed for the beginner who does not intend to specialize in biology, this book relates science to immediate experience, showing the importance of microbiology in meeting the needs of society. It was enthusiastically received, and has been followed by two high school texts with a similar approach, *Biology and World Health* and *The Wonderland of Microbes*.

1950–1953

The study reported in this history covers only the first four years of the awards of the Fifties, closing with the 1953–54 fellows. In these four years the number of awards per year increased by more than 75 percent over the 1940s.

The percentage of awards to mature scholars is higher. Twenty-three of these fellows (25 percent) were over forty at the time of the award. Of these, four were in their fifties, and two in their sixties.

In the Forties the war had interrupted study abroad; now among these fellows of the Fifties more than half went to foreign countries for their work. Some of them went far beyond the usual European centers for their research,—to Mexico, Peru and Chile: to Bermuda and Guatemala; Japan, New Zealand, Canada, and Egypt; and in Europe to two countries where no fellows had studied before—Yugoslavia and Ireland.

This most recent group of fellows clearly reflects the early-marriage-and-family trend: 40 percent had married before receiving the award—a very different picture from the 15.5 percent in the Thirties. Twelve of the recipients had children, whereas in the Thirties none had children before holding the fellowship.

At the time of receiving the award, 34 percent had the doctorate, and the questionnaire sent in 1954 showed that already an additional 26 percent had obtained the Ph.D.

For the first time since the pre-1900 awards, the three major disciplines were almost equally balanced. Two new subjects made their appearance,—horticulture and electronic engineering. The largest numbers were in history (22 percent), literature (16 percent), and art and archaeology (9 percent). The rising demand for mathematicians found small response: only one fellow was preparing for work in this field.

It is too soon to ask how the fellowships given in the Fifties are bearing fruit. But one award has already brought such definite returns that the story of the fellowship and its holder should be set down here.

Tilly Edinger is a brain specialist of a very special sort. As a paleontologist in pre-Hitler Germany she had developed a new field—large-scale study of “fossil brains.” Brain tissue is not, of course, preserved in fossils; but the form of the brain may be learned from studying endocasts of fossil skulls, and thus it is possible to trace the evolution of the brain through the ages—a study of great value to comparative neurologists as well as paleontologists. In 1929 Dr. Edinger published a comprehensive survey of all the brains of extinct animals that she had been able to study. A few years later, shut out by a Nazi decree from the museum where she had spent twenty years in research, she fled from Germany. Coming to America, she has continued her research at Harvard, where she is a research paleontologist. She has also given courses in comparative anatomy at Wellesley. Wellesley conferred on her the honorary D.Sc. for her work in “laying the bases for new concepts of the evolution of the brain.” In 1948 the Society of Vertebrate Paleontology passed a resolution to the effect that somehow Dr. Edinger must be enabled to bring her earlier survey up to date. The AAUW fellowship provided the “somehow.” It financed Dr. Edinger’s visits to museums of Europe to study specimens and check first hand on published figures, which she often found in need of correction. She gathered a wealth of new material, and is now writing special articles on the most significant finds. These will be added to some seventy of her papers published in periodicals of various countries of Europe and Africa as well as America. A comprehensive book will follow. A well known paleontologist says of her study, *Evolution of the Horse Brain*: “It is a brilliant exploration of a new field, destined to become a classic.” An eminent neurologist calls her “the founder and also by far the most competent and productive exponent of paleoneurology. Her research is a major contribution to a theme of very broad significance.”

The Achievement Award

IN 1943 THE ASSOCIATION added a new type of award to its list. For many years, the AAUW had provided fellowships given chiefly to help launch women scholars in their careers. Through the Achievement Award, the Association undertook to recognize not promise, but mature achievement. The award is designed to encourage women's scholarly attainments by honoring distinguished work already done, and assisting further work in hand.

The \$2,500 Achievement Award has been contributed each year by the Northwest Central Region of the Association. Unlike the fellowships, the Achievement Award is not given on the basis of competition. The Fellowship Awards Committee, in consultation with others competent to judge, selects the recipient for her contribution to the advancement of knowledge.

These are the women scholars who have received the Award:

1943. *Florence Seibert*, associate professor of the Phipps Institute, University of Pennsylvania, and distinguished biochemist—for advances made through her research in treatment of tuberculosis.

1944. *Gisela M. A. Richter*, curator of the Department of Greek and Roman Art at the New York Metropolitan Museum of Art, 1925–48, world authority in classical archaeology—for her contributions as writer, lecturer, and curator to the field of Greek and Roman art.

1945. *Katharine B. Blodgett*, scientist of the General Electric Research Laboratory—for her research, particularly on molecular films, which provided a gauge for measuring films of almost infinitesimal thickness, and produced “invisible glass.”

1946. *Ruth F. Benedict*, associate professor of anthropology at Columbia University, distinguished writer and teacher—for her teaching and her research on behavior patterns among various populations of the world, which introduced a new trend in American anthropology, contributed significant findings that invalidated arguments for racial discrimination, and provided an insight into national behavior in various countries which aided the war effort.

1947. *Barbara McClintock*, investigator in the Department of Genetics of the Carnegie Institution, Cold Spring Harbor, New York—for her researches in cytogenetics, particularly on the breeding and hybridization of corn, which have contributed to great advances in fundamental knowledge of heredity and evolution.

1948. *Sirarpie Der Nersessian*, professor of Byzantine art and archaeology at the Dumbarton Oaks Research Library and Collection of Harvard University at Washington, D. C., authority on Byzantine aspects of Eastern Mediterranean history—for her contributions in the field of Byzantine culture, as an inspiring teacher, a distinguished scholar and writer, and a successful administrator.

1949. *Helen C. White*, professor of English at the University of Wisconsin, scholar, author, and leader in many educational activities—for her teaching and other professional work; for her critical scholarly writing and sensitive interpretation of life and religious expression of other periods through historical novels; for her international service in UNESCO and in other governmental agencies; and for her leadership in organizations concerned with education, among them the AAUW, which she has served as Fellowship Awards Committee member, as President, and in numerous other capacities.

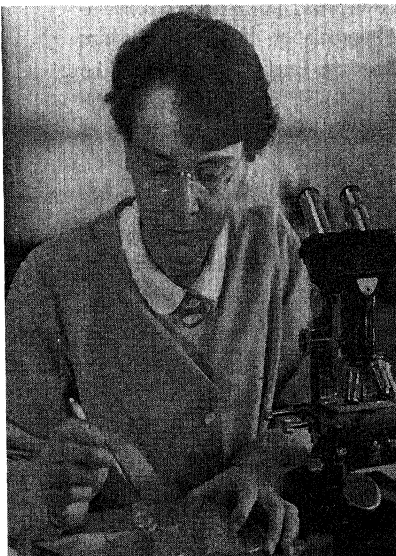
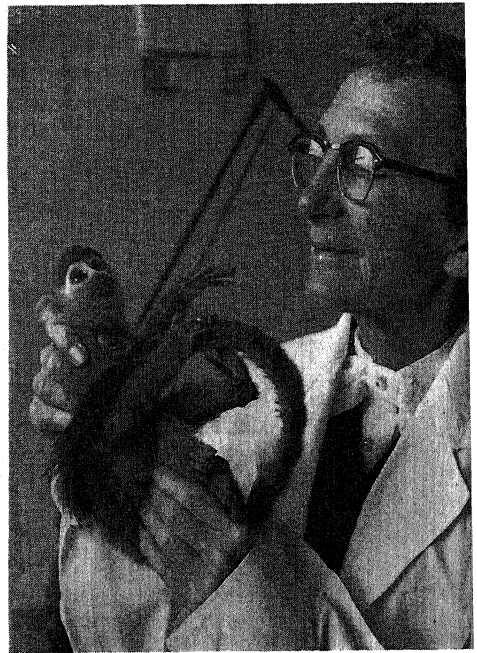
1950. *Elizabeth C. Crosby*, professor of anatomy at the University of Michigan—for her brilliant teaching and her many fruitful researches and extensive writing in the field of neuro-anatomy, which have brought new understanding of the functioning of the brain in higher mammals and in man.

1951. *Mary Hamilton Swindler*, former professor of archaeology at Bryn Mawr College, visiting professor of fine arts at the University of Michigan—for varied contributions in the field of classical archaeology, through writing, administrative work, and editorship of the *American Journal of Archaeology*, through excavations



*Dr. Helen C. White, 1949,
professor of English, University
of Wisconsin, President of the
AAUW, 1941-47*

*Dr. Elizabeth C. Crosby, 1950, pro-
fessor of anatomy, University of
Michigan, with a monkey used for
her research in neuro-anatomy*



*Dr. Barbara McClintock, 1947, investigator
in genetics, Carnegie Institution, Cold
Spring Harbor, New York*

at Tarsus in Cilicia, and through her influence in training scholars now doing notable work as teachers, writers, directors of excavations, and research scholars.

1952. *Lily Ross Taylor*, classical scholar and Dean of the Graduate School of Bryn Mawr College, 1942–52; first woman to serve as professor-in-charge of the School of Classical Studies of the American Academy in Rome—for her diverse services as administrator, author, and teacher, her dynamic presentation of the life and culture of Rome in vital relation to the present.

1953. *Mabel Newcomer*, professor of economics at Vassar College—for her teaching and the vision of responsible citizenship given to her pupils; her illuminating studies in the field of finance and taxation; and her wise and constructive service to her state, the nation, and the international community, and to many educational and civic groups, among them the American Association of University Women, whose Social Studies Committee she has chaired.

1954. *Marjorie H. Nicolson*, professor of English at Columbia University and first woman appointed to a full professorship on the graduate faculty at Columbia; past president of the United Chapters of Phi Beta Kappa—for her stimulating teaching, her inspiration to creative scholarship on the part of her graduate students, her own research, and her distinguished writings.

1955. *Rosemond Tuve*, professor of English, Connecticut College, and AAUW fellow, 1928–29—for her power as a teacher to kindle love of the humanities and appreciation of true scholarship; for her own researches and writings on English literature of the Middle Ages and the Renaissance, which have illuminated the work of particular poets and given fresh insight as to the nature of poetry and the function of literary criticism.

1956. *Rachel L. Carson*, marine biologist and author—for her rare service in her books, *The Sea Around Us* and *The Edge of the Sea*, in transmuting scientific fact into shining prose; for the high quality, both scientific and literary, of her writings, and her constant quest for truth and beauty.

INTERNATIONAL FELLOWSHIPS

The fortunate holders of International Fellowships seem to me like the Brethren of Saloman's House, pictured by Lord Bacon three hundred years ago, who sailed forth into far distant countries in order to bring back knowledge of the affairs and state of learning of those countries for the good of the whole, to throw light on the whole. Like those imagined adventurers of long ago, our student and scholar adventurers of today may aspire to call themselves "Merchants of Light," for, like them, we "maintain a trade, not for gold, silver or jewels; nor for silks; nor for spices: nor any commodity of matter, but only for God's first creature which was Light: to have light of the growth of all parts of the world."

CAROLINE F. E. SPURGEON

First President, International Federation of University Women

Since the First World War, fellowships for women of other countries have been offered by the American Association of University Women. The first of these international fellowships expressed the special interest of the Association in women of the Latin American republics. Others, for women scholars of all the countries represented in the International Federation of University Women, have followed. Today, eight international fellowships are open to women of forty-eight federations of university women. It is required that the holder study in some country other than her own. Thus scholarly work by women and international understanding are fostered in many parts of the world. Back of the international fellowships is the thought that what advances women anywhere, advances women everywhere.

Fellowships for Particular Countries

THE AAUW FELLOWSHIP PROGRAM BEGAN with aid to American women. But before World War I, the program's horizons had already widened, and fellowships were extended to women of other countries.

The first such fellowships were for women of specific areas,—the Latin American Fellowship, launched in 1917, and the Rose Sidgwick Fellowship for British university women, first awarded in 1919. Both were for study in the United States.

The Latin American Fellowship

When the Second Pan American Scientific Congress met in Washington, D. C., in January 1916, several members of the AAUW helped to make arrangements for the Latin American women who came. They were impressed, first with the ability of the Latin American women they met, and second, with the lack of contacts between women of this country and the women represented by these visitors. In order to promote acquaintance and friendship, they recommended that the AAUW establish a fellowship to bring a woman from one of the Latin American countries each year to the United States to study. The Association readily responded to the idea, and in 1917—long before good-neighboring achieved general popularity—the first of the Latin American fellows came to this country.

From that time, the fellowship has been offered every year, with one exception. That exception grew out of the difficulties encountered in getting the new project under way. The Association had few contacts in Latin American countries to aid in publicizing the award and advising on selections. Few women in these countries had had training comparable to our college education. Moreover, families of good social position were inclined to consider it improper for a young woman to go the United States alone to study. In some years there was only one applicant, and in 1925-26 no one qualified applied.

The following year the fellowship funds were used to send Dr. Mary W. Williams, professor of history at Goucher College, who was thoroughly familiar with Latin American culture and history, to consult with educators and women leaders in Latin American countries as to the best procedures. Her recommendations were concrete and helpful.

Gradually more women enrolled in the universities and normal colleges of the Latin American countries, study in the United States became less a novelty, and the fellowship became better known, thanks largely to the help of the Pan American Union. By the late Forties the applications problem was reversed: the AAUW committee was confronted with more applications than it could handle, even with the help of the Pan American Union in making evaluations. Fortunately the committee could turn to the Institute of International Education for help, and the Institute now screens the applications and publicizes the fellowship.

But the very difficulties at the outset pointed up the need for the encouragement and training the AAUW was offering to Latin American women. Many of the fellows returned to become pioneers in education and other professional fields, and their work has helped to break down prejudices and blaze new paths for women.

The Latin American Fellowship is offered to women for study "in preparation for some form of public service" to their own countries. The thirty Latin American fellows have included eight in education and language teaching; six physicians; six scientists; two lawyers and two librarians; a sculptor, an anthropologist, a pharmacist, a sociologist, an economist, and a specialist in nursing education.¹

The story of what these women have accomplished after their

¹ Included in the total of thirty is the holder of a special Pan American Fellowship given by the South Bend, Indiana, Branch in 1945-46. The number of fellows is less than the number of awards, because several fellows received awards for more than one year.

study in the United States is found in replies to the questionnaires sent out by the AAUW in 1954–55, and in other records and correspondence at the AAUW office. Of the thirty Latin American fellows, seventeen returned the questionnaire. Two were known to be deceased.

The thirty Latin American fellows have come from fifteen countries:

Argentina	3	Mexico	3
Bolivia	1	Panama	2
Brazil	4	Paraguay	1
Chile	5	Peru	2
Colombia	2	Puerto Rico	1
Cuba	2	Uruguay	1
Dominican Republic	1	Venezuela	1
Haiti	1		

The Latin American has been on a somewhat less advanced basis than other AAUW fellowships. It is open to women of the Latin American republics who have had the equivalent of a college education in the universities or the best normal schools of their countries. Six of the thirty held doctor's degrees when they received the fellowship.

All but one returned to professional service in their homelands, and the one exception is making her contribution to her country as vice-consul in Paraguay's consulate in Chicago.

The Latin American fellows have often been pioneers, and they have not found the way of the pioneer easy. The obstacles they have encountered only highlight their record of achievement. Some examples are given below.

The two librarians have pioneered effectively in different ways. When **Margarita Mieres-Cartes de Rivas** returned to Chile in 1924, it was her ambition to organize a children's section in the National Library at Santiago. But parents and even teachers opposed; they could not see why children should be encouraged to "waste their time" and predicted that the books would be stolen. In spite of such doubts, the children's section was established, with Sra. de Rivas as its chief, and it became immensely popular—so much so that Sra. de Rivas found it necessary to train assistants not only in library methods but also in social work, for the children's library served as a center for advice to parents on vocations, character training, and family problems, as well as for books.

Another librarian is **Adelpha Rodrigues Figueiredo** of Brazil, who was appointed head of the cataloguing department of the

Municipal Library of São Paulo. When she helped to organize the first library school, she had to contend with resistance from untrained "pseudo-librarians," who felt that their jobs were threatened. But her work was successful; her staff now numbers thirty-one; she has organized a second library school and has watched her students become leaders in establishing librarianship as a profession, and she has seen the need for modern libraries recognized by the government as an instrument of education for democracy.

The experience of the fellows in the field of medicine has varied. Some met with disheartening difficulties, some found the way open to useful service and recognition.

The first Latin American Fellow, **Virginia Alvarez Hussey**, secured the M.D. from the Woman's College of Pennsylvania and returned to Venezuela with her husband to undertake some experimental work in the treatment of lepers. However, they met with so many discouragements that they eventually came back to the United States.

Consuelo Vadillo de Castellot, the first woman physician in Yucatan, applied for the fellowship in order to specialize in women's diseases, because many women patients came to her who would not visit a man physician. Returning to Yucatan, she gave over several rooms in her home to the country women who came for treatment. But at length she felt so isolated professionally and so overwhelmed by the backward conditions of the region that she went to Mexico City, where she worked at the National Cancer Institute and other medical centers, and is now a gynecologist in a public clinic. She is organizing a Mexican Medical Women's Association and teaching a group of young women physicians, who, she hopes, may accomplish what their elders dreamed of doing.

Maria Teresa Mora de Nochera of Puerto Rico found her path to usefulness more direct. After her return in 1923 she was the only woman doctor in Mayaguez, a city of 70,000. She has been physician at the local Municipal Hospital, has had charge of several public health clinics for infants and children, and has been active in community service. She reports: "Most women come to me for their ailments and their children's, and I am sure it is quite a relief to them to consult a woman doctor."

Consuelo Bernardino had immediate opportunities to use her medical training when she returned to the Dominican Republic. She was appointed by the President as chief of the Department of

Gynecology of the Padre Bellini Hospital—the first woman in charge of that department—and was the first woman professor at the University of Santo Domingo. She was appointed by the government to the Council for Maternal and Infant Protection, and was in charge of advisory service for maternal and child care in the public clinics in Trujillo City. Her untimely death in 1945, eight years after the fellowship, cut short a career of great usefulness.

Perlina Winocur of Argentina returned to Buenos Aires after doing valuable research on hemolytic anemia at Johns Hopkins University. She resumed her work as a member of the Medical School faculty of the University of Buenos Aires and physician in charge of the nutrition program of the public schools. Drawing on materials from the U.S. Children's Bureau, she carried out a project for weighing and measuring 30,000 school children in order to prepare height-weight charts applicable to Argentine children. On the basis of these standards, undernourished children were sent to a Nutrition Clinic which Dr. Winocur directed. The clinic analyzed deficiencies, educated parents in food and health habits, and provided free lunches where necessary. Dr. Winocur has also continued her research, and published a number of papers relating to anemia. Her stay in the United States, she writes, not only gave her new techniques for her medical students and her own work, but also brought a new viewpoint. "I understood better the problems of my country and its needs, as a result of having studied in the United States, a young country like our own, with a heterogeneous population." She has now retired.

Sofia Pincheira Ehrenberg made a thorough study of nursing methods in this country, receiving the bachelor of nursing degree from the Yale University School of Nursing in 1932. Back in Chile, she was appointed head of the School for Nurses at the university, responsible for inspection and supervision of the nursing work of the whole country. She finally resigned because at that time progress in raising standards for nurses seemed almost impossible. She still continued, however, to work with the nursing profession unofficially, and was able to exert real influence in improving nurses' training, in spite of obstacles.

The fellows who returned to positions in education have put their United States training to good use. **Emilia Dezeo de Muñoz**, after studying at Columbia University under Dewey, Thorndike, and Kilpatrick, carried back to Argentina in 1928 "a quite different outlook on organization of schools and their social function." Her influence has been far-reaching, for she was appointed general

supervisor of grammar schools in Argentina. She has given courses in pedagogy and published several textbooks, and has served as adviser to innumerable committees for the study of educational problems.

Egla M. Gooden reports that her experience in the States led to a new attitude toward the teaching of English in Panama. An English teacher in the Liceo de Señoritas, she had found a strong reaction against English teaching because of the fear that the Spanish language in Panama was being unduly influenced by English. Her studies in linguistics at the University of Michigan enabled her to show that there has been no appreciable change except an enrichment of vocabulary. Her example encouraged three other teachers to study in the United States. Their group efforts "have revolutionized the entire English language program in Panama," she reports.

A few months ago during the English seminar as we worked enthusiastically together I wondered if we were the same group who had met so dispiritedly in 1947 to tackle what seemed then to be insurmountable problems. . . . Today we are visiting each other's classes, discussing methods, studying a text for approval, and filled with great optimism and zeal for the new linguistic approach. It seems unbelievable that all this began with one fellowship in 1949.

Srta. Gooden's three-volume text, written with another teacher, is the accepted textbook for teaching English in secondary schools of Panama. Its purpose is to reflect life in the United States as well as teach the language. Srta. Gooden revisited this country in 1955 to work on another English textbook.

Martha L. Hildebrandt also studied linguistics in the United States, and is now in charge of the Department of Phonetics at the University of Venezuela and directing a government project for study of Venezuelan Indian languages. After holding the fellowship in 1951-52, she returned to her native Peru to teach phonetics at San Marcos University, and conducted a course for Indian teachers in the Peruvian jungle. She hopes that her present position in Venezuela will permit more research and writing.

Luz Vieira-Mendez of Argentina obtained an M.A. in education at Ohio State University, then went as an expert in teacher-training with a UNESCO Technical Assistance Mission to Costa Rica. Later, in Venezuela, she became assistant director in charge of secondary education and college preparation in an Institute for teacher training. UNESCO has again requested her services.

Marina Nuñez del Prado had made a name as a sculptor in Bolivia before coming to the United States as AAUW Latin Ameri-

can fellow. In beautiful stylized pieces she interpreted the ancient spirit of the Indians of her country. "There is a divine mystery and beauty behind those lines," said one New York critic. In New York on the fellowship she became acquainted with museums and galleries, with great artists, with the whole movement of modern art. Her style matured and she acquired new technical knowledge, particularly the techniques for large statues, which she had been unable to execute before. She stayed on in this country for several years, supporting herself by the sale of sculpture. Among her commissions was a memorial bust for the Pan American Union of its late Director General, Dr. L. S. Rowe. Since her return to Bolivia her exhibitions have won recognition in Brazil and the Argentine, in Venezuela, Peru, Cuba, and Spain. In the Spanish-American Biennial in 1951 she received the first prize for sculpture. The Bolivian Government commissioned her to do a heroic memorial to Bolivia's leading poet, and awarded her the Condor of the Andes, a decoration given for extraordinary service to Bolivia. Besides her own work, she has had a project to develop the natural artistic gifts of the Indians of Bolivia.

Madeleine Sylvain Bouchereau has given strong leadership in Haiti in rural education and in movements to better the status of women; she has also used her training for international work. After studying education and social work at Bryn Mawr, where she received the D.Sc., she served as assistant to the director of rural education in Haiti, in charge of social work in the rural schools; she taught at the university, and published two books on the education and status of women in Haiti. After her marriage (her husband is in Haiti's foreign service) she spent a year on the UNRRA staff as a welfare officer in DP centers in Germany, and with her husband taught for a year at Fisk University, Tennessee. Her husband is now consul general in Hamburg and she is assisting in the work of the consulate. Sra. Bouchereau is known for her vigorous work to improve conditions for women in Haiti. She is past president of the Women's League for Social Service, Haiti's most important women's organization, and has been an outstanding leader in the movement for woman suffrage.

For more than twenty years, **Berta Correa Prado** of Peru has done pioneering work in checking foods and drugs for the protection of the public. After postgraduate work in 1952-53 in the United States she returned to her post as chief pharmacist in the Municipal Laboratory of Lima. Of her work since then she writes: The modern methods and techniques I learned in the United States have given me more self-confidence. For instance, there are samples

of can-food, liquors, and dehydrated foods that were not used before. Now they are in our market, and the importers when they need the importation license bring me the samples to tell them how good are the things they plan to import, how well preserved, how good is the container for our climate. Now that I am well acquainted with all these things and with methods of analysis used in the United States I can answer these questions better.

She adds this comment on the fellowship:

The aid given me by the AAUW has been invaluable, because the rate of exchange of our money is very poor, and only the very wealthy can afford to go to the States with their own money. Besides, going sponsored by an institution like the AAUW I had opportunity to meet so many professional women engaged in so many different activities which has been a very profitable experience for me.

Laura de Arce is a teacher, a sociologist, and a leader in Uruguay in the use of radio and TV for education and international understanding. Since studying sociology and juvenile delinquency in this country she has taught history at the Teachers College in Montevideo, lectured on sociology to nurses at the university, and served for a time as assistant to a juvenile court judge. She has also given radio broadcasts, picturing for average listeners what life is like in the United States, and talking on Pan Americanism. During World War II she gave radio programs to foster good relations with this country. In 1952 her government, with the help of a UNESCO grant, sent her to the United States to study the educational use of TV in preparation for setting up a government program. Her assignment was to study techniques "from make-up to director's job, since one person will have to be all—writer, producer, director, everything." Besides her teaching and broadcasting she has promoted recreation projects as a means of combating juvenile delinquency and published many articles to arouse public opinion on social problems.

The Rose Sidgwick Fellowship

Early in the autumn of 1918, before World War I had ended, a British educational mission came to the United States. It was said that the two women members were included as an afterthought, a belated recognition of the large part played by women in higher education in America. They were Dr. Caroline Spurgeon, professor of English literature in Bedford College of the University of London, and Professor Rose Sidgwick of the English Department in the University of Birmingham. The conversations of these British university women with Dean Virginia C. Gildersleeve of Barnard

College led to the founding of the International Federation of University Women—but that is another story.

After a strenuous tour of visits to American colleges and universities, the two British visitors fell victim to the flu epidemic. Miss Sidgwick did not recover, and American friends raised a fellowship of \$10,000 in her memory. This was turned over in 1921 to the AAUW, which later added to the endowment. The fellowship thus established is now offered biennially to a woman graduate of a British university, selected by the British Federation of University Women, for study in the United States.

Twenty awards of the fellowship have been made (through 1953–54) including one to a candidate from South Africa. Half of the Rose Sidgwick fellows are natural scientists; in this they follow the general pattern of AAUW international fellowships.

Sixteen questionnaires were returned, and all of the subjects had engaged in professional work in their fields after the fellowship. Later, two gave up their careers for homemaking.

The United States is profiting from the contributions of five of the Rose Sidgwick fellows. Among them is **Cecilia Payne-Gaposchkin**, internationally known astrophysicist. An astronomer at Harvard University since 1925, Dr. Payne-Gaposchkin now holds the rank of full professor—the first woman to be promoted to a full professorship at Harvard through regular faculty promotion. When Radcliffe College named her as one of its outstanding alumnae, the citation read:

Moulded in the academic tradition of Cambridge, England, she came to our shores a generation ago and has steadily lent lustre to this academic community. A scholar whose studies have helped to unlock the mysteries of stellar spaces, she has at the same time shared her wisdom with all of us in the charming writings with which she addresses earthbound men.

Dr. Payne-Gaposchkin has extended our knowledge of the universe through use of the spectroscope to determine the composition of the stars, and through photometric research to measure the brightness of the fainter stars. She is known as an outstanding authority on stellar atmospheres. She has published an estimated three hundred scientific papers, in addition to three major monographs and several other books. Publication of her study completed on the fellowship, *Stellar Atmospheres*, “marked an epoch in astrophysics,” according to a review in *Science*, while a later work, *The Stars of High Luminosity*, “profoundly influenced the work of all astrophysicists.” In 1955 her *Variable Stars and Galactic Structure*—a study of the Milky Way—presented “an enormous amount of

new research” and is expected to stimulate further researches in this area.² For the general reader, her *Stars in the Making* gives the story—scientific, exciting, and poetic—of the universe as revealed in the advances of astronomy in the last two decades. Dr. Payne-Gaposchkin’s Ph.D. was the first degree in astronomy awarded by Harvard or Radcliffe; she was the first recipient of the Annie J. Cannon prize, for which women astronomers of the world are eligible; and she was starred in *American Men of Science* at the age of twenty-seven. With all this, she is the mother of three children and has said, “I always regret extremely the suggestion that a life of research should preclude domestic happiness.”

In August 1956, newspaper headlines announced the discovery at the University of North Carolina of a hitherto unknown form of life, a discovery which bridges what has been considered one of the great gaps in our knowledge. The existence of this newly identified form, a combined fungus-bacterium, was announced at the meeting of the American Institute of Biological Sciences in a joint paper by Dr. John N. Couch and **Kathleen Goldie-Smith**, who came to the University of North Carolina in 1948 on the Rose Sidgwick Fellowship. Dr. Goldie-Smith stayed on, working with Dr. Couch on other important research. She has classified two new species of phycomycetes and carried on other research on fungal parasites.

Another Rose Sidgwick fellow in the United States is **Gladys Boone**, specialist in industrial relations, who has taught at Sweet Briar College, Virginia, since 1931 (professor of economics and chairman of the Division of Social Studies since 1941). Dr. Boone has contributed to labor union and feminist history through her book on *Women’s Trade Union Leagues in Great Britain and the U.S.A.*; her *Labor Laws in Virginia* was published by the University of Virginia.

In Britain the Rose Sidgwick fellows include a professor of English at Bedford College, University of London, leading authority on Jacobean drama; a senior inspector of biology in the lower schools and colleges under the Scottish Education Department; a plant physiologist doing research in experimental agronomy in the Department of Agriculture; a research zoologist and curator in the British Museum (Natural History); the director of a child guidance clinic—a pioneer in initiating child guidance services and training; the Bursar of Newnham College, Cambridge; an M.D. in general practice.

² *Science*, Vol. 122, August 19, 1955.

The AAUW-IFUW International Fellowships

THE FIRST AAUW INTERNATIONAL FELLOWSHIPS, the Latin American and Rose Sidgwick, were limited to women of specific countries and were intended for study in the United States. But in the 1920s the International Federation of University Women put forward the idea of a broader type of international award.

The International Federation had been organized in 1919 "to promote understanding and friendship between the university women of the nations of the world and thereby to further their interests and develop between their countries sympathy and mutual helpfulness."

Fellowships were an obvious means of carrying out that purpose. The British Federation led the way, announcing an international fellowship open to IFUW members in 1922. The next year the American Association of University Women offered a similar international fellowship, and from that time one or more such international awards has been offered by the AAUW each year. In 1925, when the Association was too deeply engaged in purchase of the national Headquarters to support the international fellowship, the gap was filled by AAUW members who attended the International Federation meeting in Norway and contributed an award for women of the Scandinavian countries in appreciation of the hospitality that had been extended to them.

In 1924 the International Federation endorsed a plan for a Foundation for International Fellowships, with the hope that a million dollar fund might be collected. This dream never was

realized, but the proposal sparked the AAUW Million Dollar Fellowship Fund, which ultimately provided endowments for eight international awards.

The IFUW plan laid down two basic requirements for the international fellowships: that the fellowships be open to members of all federations affiliated with the IFUW, and that the holder study in some country other than her own.

Dr. Ellen Gleditsch, third president of the IFUW, addressing the Amsterdam Conference of the Federation in 1926, described how the international fellow enriches her country:

Women who have had such chances as these will go home again, bringing to their own country the most valuable of gifts, a determination to continue their research, the thorough deep knowledge which is the essential condition for such work, and, thirdly, and not least important, a stimulating acquaintance with their fellow-workers of other lands. They will look back on those years of study in foreign countries as very happy times, and they will have a store of memories of those countries and of the friends they met in those laboratories which will last as long as life itself. Such memories will more than repay the International Federation for all its work, for giving money, thought and love to the foundation of a Fellowships Fund.

Give these young people the opportunity of spending some years amongst you, and give your own country the advantage of welcoming home again the students it has sent out, full of knowledge and hope and the happiness of new friendships formed in other countries.

Six of the AAUW's international stipends are given to the IFUW for award. Two others, the Aurelia Henry Reinhardt and the Ida H. Hyde Fellowships, are awarded by the AAUW committee.

In the thirty years of the Association's international fellowships—from 1923, when the first AAUW International Fellowship was awarded, through 1953—eighty-nine awards were made to women of twenty-five countries. Besides the European countries, Australia has had five awards; India four; Argentina, Canada, New Zealand, South Africa, and the United States two each; and Israel one. The full list by countries is given in Appendix IX.

A third of these international fellows studied in the United States.

The international fellows have usually had more advanced training when they received the award than AAUW's national fellows; well over half (59 percent) held the doctoral degree when they received the fellowship, as compared with 35 percent of the American fellows.

In fields of interest, too, the pattern is different. Whereas the American fellows have been fairly evenly divided among the three

major areas—natural sciences, humanities, and social sciences—the largest number of the international recipients are in the natural sciences (48 percent) or the humanities (40 percent) with the social sciences decidedly in the minority.

Questionnaires were returned by fifty of the eighty-nine fellows in this group. (See Appendix I.) Of the fifty, about half are engaged in teaching or research at a university or college; two are in university libraries; eight are doing research in other institutions; four are in museum work. The others represent a variety of occupations. Six are homemakers and not employed.

Half of those who returned the questionnaire are married. The percentage of employment in the married group is considerably higher than among the Americans, but the number is too small for a significant comparison.

Besides the two Americans who have held AAUW international fellowships, eleven of the international fellows are now in the United States. (There is no policy of discouraging continued U.S. residence for the international fellows, as there is for the international grantees described in the following section.) Nine of those now in this country are teaching, engaged in research, or in one case seeking employment; one is a homemaker; one unknown. Eight of the eleven were German or Austrian nationals who came to the United States in the Thirties or Forties.

This country has gained much from the skills and training of the international fellows who have settled here.

For example, **Margarete Bieber**, who has taught at Barnard and Columbia since 1934, is recognized as the world authority on the history of the Greek and Roman theater. Before coming to America she was the first and only woman on the staff of Giessen University, Germany, and was known as the outstanding woman archaeologist of Germany. Her *History of the Greek and Roman Theater*, published by the Princeton University Press in 1939, is considered the authoritative text on that subject. Among numerous publications of Dr. Bieber is *The Sculpture of the Hellenistic Age*, a beautiful volume brought out by the Columbia University Press as one of a dozen studies exemplifying current scholarship issued in connection with the university's bicentennial. Dr. Bieber was one of four women to receive an honorary degree at Columbia's bicentennial convocation, and was Visiting Lecturer at Princeton in 1949–51—the first woman to teach in the graduate faculty of that university. She is now Special Lecturer at Columbia.

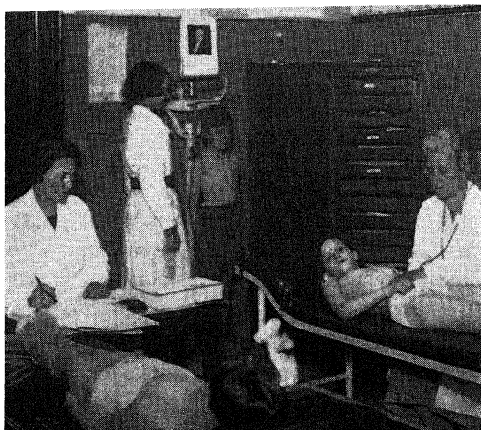
Others among those who have made contributions as residents of the United States are: **Birgit Vennesland** of Norway, member

of the University of Chicago faculty since 1941, associate professor of botany since 1948, co-author of some forty research papers dealing chiefly with enzymes and carbon dioxide fixation in plant materials. **Elisabeth Jastrow**, member of the Department of Art of the Woman's College of the University of North Carolina since 1941, now associate professor, who has brought to her teaching of art history the scholarly training and broad background of the German archaeologist, and enrichment from her own experience in research in classical archaeology. **Erika von Erhardt-Siebold**, associate professor of English, Vassar College, since 1933 (previously at Mount Holyoke and Wittenberg), distinguished scholar in seventh and eighth century Latin and Old English.

For **Aase Koht Skard** of Norway, the American award was in part responsible for her spending the war years in the United States. In the spring of 1940 she was doing research in Sweden on the fellowship when the Germans invaded Norway. She and her husband could not return home, and they escaped to America with their four children (two pairs of twins). During their stay here she traveled the length and breadth of the United States, speaking on the Nazi threat to democracy and the resistance in Norway. She also lectured on child psychology. Since returning to Norway in 1945 she has been associate professor of psychology at the University of Oslo and consultant in child guidance. She has stimulated interest in and understanding of children's psychological needs through lectures, popular books, newspaper articles, and radio broadcasts. She is a member of various governmental committees and editor of the *Norwegian Journal of Education*. Her contributions as a psychologist and as a person have been honored by award of the Radcliffe graduate alumnae's Medal for Distinguished Achievement. A former president of the Norwegian Federation of University Women, Mrs. Skard has also served as president of the Norwegian Association of Psychologists and as Vice-President of the Norwegian Mental Hygiene Society. She spent several months in the United States in 1954 on a Fulbright Smith-Mundt grant, conferring with American child psychologists on their research methods and plans, in order that future research in Norway might be coordinated with American studies.

Frequently the international fellows' research on the fellowship has helped them to interpret other cultures and other peoples.

A Finnish anthropologist, **Hilma N. Granqvist**, has made an intensive study of Arab village life. She spent three years (one of them on the fellowship) in Palestine and Egypt, and has published



*Dr. Perlina Winocur (seated, right),
Latin American Fellow, 1935, in
her Children's Nutrition Clinic,
Buenos Aires, Argentina*



*Sra. Margarita Mieres-Cartes de
Rivas, Latin American Fellow,
1923, in the children's library
which she initiated in Santiago,
Chile*

*Dr. Cecilia Payne-Gaposchkin,
Rose Sidgwick Fellow, 1924, pro-
fessor of astronomy, Harvard
University*



seven books, chiefly on Arab family life, marriage customs, and childhood. An expert in Middle Eastern affairs refers to her as "the first investigator to bring some of the insights of modern child psychology and anthropology to bear upon the Arab child and to make a conscientious study of the cultural-environment influences on the Arab child in the first years of its life." On invitation of UNESCO Dr. Granqvist attended the World Population Conference in 1954 and gave a paper on "The Arab Family."

A young Australian anthropologist, **Catherine Webb Berndt**, has collaborated with her husband on six published books and a number of articles on the Australian aborigines, including detribalized natives. She and her husband form an effective anthropological team: Mrs. Berndt concentrates on study of the culture and religion through the women, while her husband gathers information from the men. Mrs. Berndt has published several articles independently, and also a monograph on *Women's Changing Ceremonies in Northern Australia*. She has ready for publication a study of married life among natives of northern Australia, and a book on the status of women, mythology, and sociocultural change among aborigines of New Guinea, embodying research done on the AAUW fellowship in 1951-52.

Another anthropologist is **Audrey J. Butt** of England, who also did field research on the fellowship in 1951-52, among members of a remote tribe in the interior of British Guiana. A paper from this study, on the religious beliefs of the tribe, has been published; she has also contributed to the International African Institute series of *Ethnographic Surveys of Africa*. Miss Butt is now teaching English in Santander, Spain, and learning Spanish in order to do further research in Latin American countries and to translate documents of the early Spanish explorers relating to their relationships with the natives of the South American area.

Johanna van Lohuizen de Leeuw, native of the Netherlands, was for eight years docent for Sanskrit at Groningen University, and also served as lecturer on the ancient civilization and history of South Asia at Utrecht University. On the fellowship, supplemented by a Dutch grant, she traveled through India and Pakistan, making a study of ancient Indian art. Since that research journey she has been in England as lecturer at Cambridge University on Indian art and archaeology, and has published articles in English, Italian, and Dutch.

Another international fellow from the Netherlands, **Dina J. Kohlbrugge**, spent the fellowship year in study of Iranian life and

religion. This study led back to Islamic beliefs regarding Allah before Mohammed, and Dr. Kohlbrugge is now working on a study of Allah which she hopes will contribute to knowledge of the Moslems, in former times and now. She is professor of Iranian language and culture at Utrecht University.

Francesca Bozza of Italy has contributed to the field of ancient law through her research on Roman marriage laws. The international fellowship in 1932, and later a smaller grant, enabled her to go to Egypt to study marriage laws found in Greek-Egyptian papyrus texts of the Roman period, and their influence on Roman laws. She has published a number of studies, and has taught Roman law at the University of Catania and the University of Macerata, and legal papyrology and Roman law at the University of Naples.

Among scientists who have received the international awards is **Emmy Klieneberger-Nobel** of Germany, now a British citizen. After losing her post as lecturer at the University of Frankfurt in 1933, with the help of the international fellowship she made a fresh start in research at Lister Institute of Preventive Medicine in London, and has been on the staff there ever since. Her fellowship research established the existence of non-filterable organisms causing pleuro-pneumonia in cattle, and her work has opened up new fields in bacteriology. Thirty-four published papers have resulted from her research at Lister Institute; she has lectured in the Netherlands and Switzerland, and in 1953 gave a paper at the Sixth International Congress of Microbiology.

Hilde B. Levi left Germany in 1934 for Denmark, where she received a research appointment as physicist at the University of Copenhagen and is now in charge of the Department of Biological Isotope Research. After the war, the fellowship brought her to America to study the use of radio-active tracer elements. Of this experience she writes: "My study was of immeasurable value; it helped to bring me up to date in a rapidly developing field of research. I was promoted quickly, I started teaching in a new field, and somewhat later I was made head of a laboratory, exclusively in view of special knowledge I had in this field after my stay in Chicago." Dr. Levi has returned to the United States several times on grants from the National Research Council and the Rockefeller Foundation. She has written or collaborated in thirty-eight articles published in scientific journals.

Another scientist who came to the United States for isotope research is **Lidia E. Bidinost** of Argentina. After research at the

Medical Center of Columbia University on metabolism of amino acids, using isotopes, she is now chief of laboratory work for advanced students in biochemistry in the School of Pharmacy and Biochemistry of the National University of Buenos Aires, and is also research chemist at the National Office of Chemistry.

A recent fellow from Switzerland, **Adelheid Herbig-Sandreuter**, used the award at the School of Tropical Medicine in San Juan, Puerto Rico, where she did research on a parasite introduced into the blood of humans and animals by the bite of certain insects. Previously she had been head of the Microbiological Department of the Swiss Tropical Institute at Basle, and had spent a summer at the Malaria Institute in Venezuela. She is now in Caracas, Venezuela, as head of a medical clinical laboratory for research and diagnosis.

Verona M. Conway, a plant ecologist from Britain, made a study of the peat bogs of Minnesota while holding the fellowship. She is now director of a research station of the British Nature Conservancy, responsible for a research program on the vegetation of the moorlands, of which her special part has to do with upland peat-bog areas. She has published five papers on peat bogs in England and the United States since her year here.

Anni Seppanen is one of the best known physicians in Finland in the field of internal medicine. Since studying anemia and diet problems in Boston in 1932, she has alternated or combined private practice with other service,—as physician at a state girls high school in Helsinki for twenty years; as district public health officer and director of several rural hospitals during the war; and as director of a clinical laboratory in Helsinki. She has done much for public education on health, diet, etc. through popular articles and as editor of the *Journal of Hygiene*, published by the Finnish Medical Association. She has published a book on dietetics and a number of scientific articles on anemias and enteric infections. As a past chairman of the Finnish Medical Women's Association she attended the Congress of the Medical Women's International Association in Philadelphia in 1950, and a grant from the AAUW made it possible for her to visit various clinics during her stay.

INTERNATIONAL GRANTS

My knowledge has been enriched and that makes me more capable to serve my motherland. It is the best offering from your women to the world as a whole.

GRANT-HOLDER FROM THAILAND

I myself feel like a connecting link between my country and yours. In these years of tension it is good for every link one has the more.

GRANT-HOLDER FROM GERMANY

“To restore persons rather than things” was the purpose of the AAUW international grants when they were first offered after World War II, to bring women from the liberated countries to the United States to study. The grants have been continued as a means of aiding women to give more effective service throughout the world, and as a contribution to building friendship and understanding between nations. They are open to every country in which there is a member association of the International Federation of University Women. This study reports on some three hundred women of twenty-seven countries who had come to the United States in the years 1945–1953 through the help of these grants, and the program continues to give opportunities for study and research in this country to some thirty-five women each year, chosen for potential usefulness of the American experience in service to their own people.

A Plan to Meet Postwar Needs

ON FEBRUARY 4, 1945, WHEN AMERICAN ARMY DIVISIONS were pushing toward the Rhine and any talk of the future began with the wonderful phrase, "When the war is over," the AAUW Fellowship Endowment Committee met in Washington to discuss new plans for the fellowship program.

The Association had reached a turning point in its support of fellowships. Half of the AAUW groups had completed the commitments they had made to the Million Dollar Fellowship Fund (see Part V); others would soon do so. Now members were asking, what next?

Like all of America, the Fellowship Endowment Committee was thinking of what the end of the war would mean, in released energy and in new problems. Their first thought was for women in the enemy-occupied countries. Universities had been closed or destroyed, studies interrupted by bombings, by Nazi persecution, and by the hardships of war. For years the university women of Europe had been cut off from the rest of the world. They would be eager to resume their studies, to know what had been going on in their professional fields. After the years of occupation, they would long to breathe the air of freedom again.

In the reconstruction of the liberated countries there would be need for the professional skills of university women, and the United States was almost the only country that could offer the necessary training.

Reports from abroad had warned of the danger of misunderstandings between the United States and other countries so long isolated by the war and flooded with anti-American propaganda. Americans, in turn, might find it hard to understand the psychology of those emerging from the long strain of war and oppression.

With these considerations in mind the committee prepared a plan for a new development in the fellowship program—international grants, with emphasis on bringing women from the occupied countries to the United States for study. “It is the most important thing we can do now, for ourselves as well as for others,” the committee concluded.

Government officials were consulted; they advised that such a program sponsored by a voluntary agency would be extremely valuable—more welcome than government grants, which people of other countries might distrust as propaganda.

In April 1945, just before VE Day, the plan for international grants, which had been approved by the Board of Directors, was put before the members of the Association.

The whole country was eager to begin repairing the destruction of war, and the Association welcomed a project that so well expressed AAUW’s interest in the contribution of educated women and in international understanding. The membership responded with enthusiasm.

The First Grant-Holders

Although the active year for AAUW groups was almost over when the international grant plan was announced, contributions came in immediately, and it was hoped that the first students might be brought over by fall.

Making the arrangements proved to be a baffling task. Contacts with university women in the liberated countries had been broken by the war, and communication was unbelievably difficult. There were interminable delays (one embassy official, carrying precious application forms, was held up for six weeks *en route*), but at last university women in Norway, Belgium, Holland, and France were reached. The response of the president of the Netherlands Federation was typical:

These grants are the best thing you can do for us. The young women who have done their bit during the period of German occupation, had to neglect their studies. For the last three years the universities were practically closed down. Now they have an immense longing to get to work again and to get into touch with the outside world from which we have been for so long shut off.

I understand that we must not ask too much, but believe me, these young women are starved in a certain way. They have to rebuild their lives and for some of them that is very difficult. Just tell us how many applications we may forward to you.

By fall, at the last possible moment for college entrance, arrangements for six students had been completed. Among them was a leader in the Norwegian resistance who had been hunted by the Germans and for two years had lived in complete disguise, unknown even to friends and family. She had come to study chemistry, but her immediate need, it was found, was for rest and food. Another from Norway had been a member of an underground group that organized the flight of refugees to Sweden. The grantee from Belgium had risked arrest by teaching clandestine classes after the University of Brussels was closed. From Holland came a brilliant student who had been in hiding for nearly three years, her home looted and the family's possessions gone. A second Dutch student was the daughter of a well known liberal who was one of the first to be arrested by the Nazis. The sixth, a law student from Paris, came to study methods of dealing with juvenile delinquency, a problem which had increased enormously in France as a result of the war.

Thus each of these first AAUW international grant-holders represented the impact of the war and the eagerness of the liberated countries to begin the task of reconstruction.

The Program Extended

By 1946 the program was in full swing. Contributions came from the branches almost equally for fellowships and for international grants, and the second year of the program saw thirty-three women from ten European countries in the United States on AAUW stipends.

In the next few years, the Philippines, Thailand, and Japan were added to the list of countries invited to send applications, and China, Czechoslovakia, and Poland were included until Red domination shut off those countries from interchange with the United States.

The program, begun as a reconstruction project for the liberated countries, soon demonstrated its lasting values. As emergency needs became less urgent, it was clear that the international grants were making an important contribution to effective service by university women in many countries and playing a constructive part in building international good will.



Miss I. Helga Pedersen, Denmark, giving the American Ambassador to Denmark, Mrs. Eugenie M. Anderson, a flower sold for the benefit of the Danish National Council of Women



Dr. Eliane Hoebeke, Belgium, learning to use new equipment for anaesthesia



Mrs. Rosemarie von Maltitz, Germany, studying American history and foreign policy

Dr. Dorothy W. Weeks, first chairman of the Committee on International Grants, who contributed much to the shaping of the program, visited university women in eight participating countries in 1951. She reported:

These women of other countries are eager for our friendship and grateful for our understanding of their problems. The members who have not held grants are as appreciative as those who have, for they see the contribution these international students can make to their country, not only because of their specialized training but because of their greater breadth of view. . . . I believe that these grants, through the influence of the returning students, are making a major contribution to international understanding.¹

The program was continued and gradually extended. In 1952, the international grants were opened to all foreign countries with federations of university women affiliated with the IFUW. By 1956 there were forty-seven affiliated federations in other countries. All are included in the program, though not all can receive awards each year.

In nine years of the international grants, from 1945 through 1953-54, three hundred women from twenty-seven countries studied in the United States on AAUW international grants. The figures in Appendix X reflect the length of time each country has been included.

Unlike AAUW fellowships, the international grants are not designed primarily for research and scholarly pursuits. They are set up to provide any type of professional and technical training which will enable university women to give needed services in their countries. Accordingly, the grantees have represented the whole range of activities of trained women in the modern world. There have been many teachers, doctors, and scientists, and also social workers, lawyers, psychologists and psychiatrists, sociologists, home economists, journalists, as well as museum curators, a glass technologist, and experts in dairying and animal husbandry. In experience they have ranged from holders of degrees from famous old universities of Europe to a Moro "princess" whose father met his death in trying to bring new health practices to his primitive people on the island of Mindanao; from top government officials in European capitals to the young elementary school teacher who later used methods learned in America in a school for Laplanders in the far north.

After ten years' participation in the program the president of the Norwegian Federation wrote:

¹ "After Our International Students Return Home," by Dorothy W. Weeks. *Journal of the American Association of University Women*, January 1951.

We feel that the study grant program has been even more successful than the initiators hoped. To the individual grant-holder the year in U.S. generally is characterized as one of, or even the richest and most interesting of their lives. Even those who went to U.S. with wrong information on American civilization have returned as enthusiastic admirers of American culture, of the American universities, of the academic life. Those who have visited many AAUW branches have been able to interpret their countries and parts of the world to a forum of American university women, clearing up misunderstandings due to lack of knowledge. On returning home the former grant-holders having become lovers of the U.S. and of life in U.S. are the best ambassadors the U.S. can have in the rest of the world and contribute their share to international understanding.

Practical Problems

IT IS ONE THING TO PROPOSE an idealistic international venture, and quite another—as many generous Americans have discovered—to work out the practical details that will actually realize the objective. The success of the international grants project required far more in individual planning and imaginative administration than the original fellowship program, dealing as it does with women of many nationalities, of different needs and training, and with problems of adjustment as varied as their varied backgrounds.

The American Association of University Women was particularly well equipped to carry out such a program. It could draw on more than half a century of experience with fellowships, some of them international, and had a small but well organized fellowship office. Its fellowship program had won the respect of the world of higher education, and through its members the Association had contacts with leading institutions and could count on ready help if difficulties arose. It had the cooperation of government agencies. And as an organization of university women it had two great resources—well established contacts with federations of university women in other countries, and branches throughout the United States ready not only to raise funds but to give any service needed to help the foreign visitors. All of these assets have helped to make the AAUW program outstanding among foreign exchanges.

In launching its international grants program even before hostilities in Europe had ended, the AAUW was a pioneer in the great postwar movement of student exchange. There were not many precedents for guidance, but the policies developed at the outset have stood up well.

After the first year, a special International Grants Committee of five women scholars was set up to make the selections and administer the program.

The details of administering an international program of this size increased the expenses of the fellowship office very considerably, and since 1949-50 a portion of contributions has been set aside to cover the cost of the services involved.

The Process of Selection

Government officials and others who have been in touch with the program have often commented on the high caliber of the AAUW grant-holders. Undoubtedly this has been due in large part to the cooperation of the federations of university women abroad. In each country, the federation's committee publicizes the grants and screens the applications. Members of the committees frequently include women who have studied in the United States and know what type of candidate will profit most from an experience here. As a result of the initial selection by these committees, the candidates finally reviewed by the AAUW committee are a picked group and almost every one would be worthy of an award.

The care with which the committees approach their responsibility was expressed by the president of a Latin American federation, who wrote:

Each candidate has been very carefully examined as to her technical standing, and all papers, letters, and documents have been thoroughly checked. Apart from this, the personal qualifications of the candidates have been specifically taken into account, since the fact that they will have to be representatives of our culture while in your country, and centers for the interpretation of American thought and customs on their return, demands a very strict standard of selection.

Some federations set up special requirements: for instance, the Irish Federation considers only candidates with first class honors degrees and published research.

For the grantee, the relationship with her federation underscores the responsibility to make good use of her time in the United States. Early in the program, an officer of one of the federations

who paid a visit to the AAUW office expressed the concern of the federation that it should be well represented, and admonished, "If our students do not do well, you will please *let me know*." She had been a vigorous leader in the underground, credited with having taught raw recruits how to handle the rifle, and it seemed improbable that any grantee would lightly risk her displeasure!

The federations themselves feel that they have been strengthened by the opportunity to present candidates. Particularly in the early postwar period, when the university women's organizations in Europe were struggling to re-establish themselves, they found that handling the applications for AAUW awards was a source of prestige. The grants attracted the interest of professional women outside academic circles, and one officer commented that "Even the men are impressed that a women's organization offers such opportunities."

The AAUW committee makes the final selections from candidates recommended by the federations. The committee asks four questions about each applicant:

1. What are her plans to make use of her study in the United States?
2. Will she be a good interpreter of her country while here, and of the United States on her return?
3. Is she equipped to carry out her proposed study?
4. Will she make a needed contribution to her country through what she gains here?

The federations abroad have advised that the grants be given to mature women who have already had some professional experience or at least are prepared to do graduate work, rather than to undergraduates. Such women know what they want to get from their stay here, and usually go back to positions which enable them to make immediate use of their training. They are better able to understand American life and their views have more weight with their own countrymen. To be sure, the undergraduate may adapt more readily to life on an American campus, but if a student becomes too completely "Americanized" she may find it hard later to readjust to conditions at home.

For some years there have been few undergraduates among the candidates recommended by the federations. No age limit has been set, but grants have usually been given to women under fifty. Taking the median age, the general trend has been upward, from twenty-six in 1945-46 to thirty-six in 1953-54.

Period of Study

The time covered by the grant is adjusted to the student's plan as approved by the committee. The usual stay is for an academic year, but this is often extended to cover a summer session. Some cannot be away even for nine months; many wish to stay longer. In fact, the majority apply for extensions, and one in ten has received AAUW funds for a stay of more than a full year.

In general, the committee follows a "no extension" policy unless a degree can be obtained or an important piece of work finished in a relatively short period. The reason for limiting extensions is twofold: to give the study grant opportunity to as many as possible, and to avoid the difficulties of adjustment that often follow a long stay in the United States.

Though the AAUW committee does not give many extensions, each year a number of grant-holders continue their work for a second or even a third year through fellowships, assistantships, or appointments from institutions where they have been working, or from others in this country. For example, three of the Thai doctors received resident appointments in hospitals which made it possible for them to get more experience in anesthesiology, psychiatry, and obstetrics, respectively. A Norwegian physicist spent a year as research associate at Yerkes Observatory; a specialist in mathematical statistics was enabled to get a Ph.D. in her field through two successive appointments as teaching assistant in the statistical laboratory of the University of California at Berkeley; and a student from the Philippines received a State Department grant to enable her to observe extension work in rural areas. Such recognition is a comment on the impression the AAUW students have made on those who know their work.

The Subjects Studied

The natural sciences are the most popular fields of study for these foreign women; 43 percent of the grantees were engaged in scientific work, as compared with 35 percent of the American fellows. The social sciences, including education, are a close second, with 41 percent. Only 16 percent came for study in the humanities.

There have been many more teachers than the figure for "Education" in Appendix XI would suggest. Some 12 percent have studied education *per se*, but at least half of the grantees came to pursue subjects which they would teach on their return.

The most popular single field has been medicine. A total of 57, or 19 percent of the grantees covered in this study, came for medical training, medical research, or psychiatry. With dentistry, pharmacology, public health, and nursing included, the number in medical sciences is 71. This is in striking contrast to the American fellows, of whom less than 3 percent have been in medical sciences. The fact that so high a number could be placed in our overcrowded medical institutions is evidence of the caliber of the grantees and the esteem in which the program is held.

National Patterns

The numbers of awards, by countries, are too few to reveal strong trends, but some interesting patterns have emerged. Luxembourg, Italy, and France have sent the youngest students. Japan has favored the more mature candidates, with nearly two-thirds of the group over forty at the time of the grant. Austria, Finland, and the Philippines have each had a third or more in the over-forty category.

Roughly half of the Dutch and Belgian grantees are in the medical sciences, two-fifths of the Greek, and a third of the Danes, the Finns, and the Thais. There are no doctors from Japan or the Philippines, and only one from France. The Philippines and Thailand have sent the only pharmacologists, one from each country.

All of the federations in making recommendations stress the value the candidate's experience will have on her return to her country. This may account for the fact that in Germany and Austria, where more of the candidates expect to hold research positions, approximately three-fourths of the grant-holders have advanced degrees. In some other countries, for instance the Philippines, the overwhelming need for training in the teaching field has resulted in a larger proportion of grant-holders at the M.A. level.

The largest number who have come to study educational methods are from Thailand and the Philippines. The Thai and Philippine students have been particularly diligent in acquiring degrees while in the United States. Of the thirty grant-holders who obtained master's degrees, eight were from Thailand and four from the Philippines. Three of the seven Ph.D.s received here by grantees were given to students from the Philippines, and one to a Thai student.

A third of the Filipinos have come for training in home economics, with a view to bettering living standards in their country

and helping to adapt family life to changing conditions of modern society.

Considering how far these foreign women come for their study in the United States, it is impressive that thirty-eight of the grantees had children when they received the award. The problem of leaving families behind seems to have been most readily solved in the Philippines. Of the thirty-eight mothers among the grant-holders, more than a third were Filipinos. Theirs were not usually one-child families; one Philippine grant-holder had seven children, another had five, and five of the Filipinos had four children each. The close ties among members of a Philippine family meant that often a sister or other relative was ready to take over responsibility for the children; but more than this, the husbands of Philippine grantees have seemed to take a special interest in their wives' careers. In the number of grantees with children, Denmark was second, with six who were mothers of families; then Finland, five; Japan, four; Thailand and Norway, three each.

Matching Student to Place of Study

Once the selections have been made, placement is the next problem. A few applicants already know where they wish to work, and whenever possible they are placed in the institution of their choice. But for many, the AAUW committee must recommend a place of study, and matching student to institution is a tricky problem. More often than not, the proposed work is highly specialized; the committee has had to discover where a foreign visitor could acquire the latest techniques in plastic surgery or anesthesiology, investigate cosmic rays or the position of women factory workers or the diseases of poultry, study marital property laws or criminal psychology or myxomycetes or any number of other equally specialized subjects. Every effort is made to see that the grant-holder gets the best this country has to offer in line with her particular objectives, for it is recognized that placement is a crucial factor—indeed, the crucial factor—in a successful experience for the foreign students.

The choice of an institution is complicated by various other factors. A student from a large European metropolitan center is not likely to be happy in a small isolated college community. On the other hand, New York may prove overwhelming for those who are used to a more leisurely tempo.

The grantee usually wishes to attend a “name” university; if she

hopes to get a degree, she wants it to carry prestige at home. Yet the large, well known institution may be the most difficult from the standpoint of adjustment. In one instance, a grantee was most unhappy when she found herself assigned to a university which, she protested, was unknown in her country. But presently she found that one of her professors in the "unknown" institution had written the textbook she had studied at home, and that teachers and fellow students were eager to help her; and within months she was feeling sorry for her fellow countrymen in New York and praising the committee for the wisdom of its choice.

The institutions approached have been endlessly helpful in the matter of placement, and there are many patient letters in the committee's files, evaluating what the institution offers in relation to the applicant's needs, or pointing out the possibilities of some other place for the particular specialty desired. As the quality of the AAUW students has become known, institutions have given them a ready welcome.

The committee joins with the AAUW membership in believing it is valuable to give as many AAUW members as possible some first-hand contact with these women from other countries, but the chairman of the committee has explained:

Often it is a temptation to place a grantee in that part of the country which has not had an international student for some time, or not at all. When the odds are equal that is precisely what is done. But if only one or a few institutions can provide a really satisfying experience in terms of the subject studied, the placement must be made with the student's interests in mind. The effort to give the student the best available training in her field is one of the phases of our program of which AAUW has great reason to be proud. And this policy helps to make the year in America a high point in the professional life of the grantee.

In the years 1945-53, the 300 grant-holders carried on their major work in 359 institutions, including colleges and universities, hospitals, clinics, research laboratories, and government agencies. Many also made field trips to observe the work of different types of agencies in their fields.

Sometimes keen interest has led to offers of financial help on condition that the grant be assigned to a woman from a particular country, or that the recipient study in a certain institution. The committee appreciates the motive of such suggestions, but the international grant program, like AAUW fellowships, follows the principle of "no strings attached," in order to leave the committee free to choose the best candidates and arrange for the most satisfying opportunity for each student.

Flexible Financing

From the first, the financial arrangements have been flexible. The Association undertakes to cover all necessary expenses of the grantee's plan as approved by the AAUW committee. This policy takes into account the fact that expenses vary widely, and that foreign governments severely limit the amount of funds that an individual may take out of the country.

The AAUW funds are stretched in various ways. Institutions where students are enrolled have been most generous in remitting tuition or giving the grantees appointments that reduce expenses. A few of the foreign women have been able to pay their own ocean travel. Fulbright travel grants are secured if possible, and many of the grantees have had their travel paid from this source. In fact, the first Fulbright travel grants to be assigned were given to three AAUW students from the Philippines.

Whatever assistance may be secured along the way, the Association sees to it that necessary travel expenses are met, takes care of tuition and other fees, pays for room and meals, and provides a cash stipend for other expenses, such as books, clothing, recreation, and travel within the United States. In 1956 this cash allowance was set at \$80 a month. In case of emergency, additional funds are made available.

The basic expense for a nine-months academic year, excluding travel to and from the homeland and tuition, has averaged about \$1,800 in recent years. If the AAUW bears the travel and tuition costs, expenditures for a student from the Orient may run as high as \$3,500, though such a figure is extremely rare.

When field trips are a necessary part of the grantee's program, the expense is covered by the Association, though some grant-holders manage such travel without asking for extra funds. In one instance the Headquarters office was startled to be informed that a grantee had "bought a Packard." It developed that this Norwegian sociologist had found it necessary to visit scattered groups of descendants of immigrants from Norway, and had indeed bought a Packard—nineteen years old. Hers was one of the least expensive field trips in AAUW annals.

Clothing suitable for an American college campus may involve special expense, but often this problem is met on the spot through gifts. When those who come from warm countries arrive with only summer clothing, AAUW branches take on the problem like solicitous grandmothers. One such student reported that she had been given three winter coats, and a "revolving" fur coat has done duty

for two successive grantees from Thailand. In centers where the Association often has students, bedding and towels required for the dormitory are passed on from one to the next.

There are many difficulties in administering a program so flexible in its financial provisions, but the Association has the satisfaction of knowing that each recipient is adequately provided for during her stay here.

Introduction to America

The help extended to the grant-holder by the AAUW goes far beyond academic arrangements. After placement has been made, there is animated correspondence with each grantee on transportation, visas, and other necessary documents, living arrangements, and even advice on clothing.

When the incoming student's ship finally docks or her plane lands, advance arrangements have been made in detail. Of the devoted members who have looked out for AAUW students as they arrived, Mrs. Marion Osgood Fox of the New York City Branch has the longest record of meetings effected and greetings extended. Some excerpts from her article in the *AAUW Journal* (January 1952) show the care with which this service is planned and executed:

Long before the grantee's ship is due, careful preparations have been made. Not only has the receiving hostess been notified by the Washington office of the visitor's expected arrival, but details of her background and next steps planned for her in the United States have been received and studied. When the day of arrival finally comes, the welcoming hostess, armed with this information and her precious dock pass, takes her place on the dock. . . . At last, when it seems that this student must have missed the ship—*she comes*. She is greeted, and in her eyes is the relief and rush of gratitude which one wishes all AAUW members who have contributed to this great moment could share. The reaction is the same in a scene in the Grand Central, or in the rotunda of the Pennsylvania Station; or at the Airport Terminal. . . .

If possible, we bring all foreign students to the quarters of the New York City Branch to make them feel at home at once in an AAUW house. Here the student is handed the first allotment from her grant, sent with the warm personal letter of welcome from the office in Washington which is so much appreciated. . . .

Meanwhile, complicated accounts are made and dispatched to the Washington office, sheafs of letters written, timetables scanned, reservations on planes and trains secured, and telegrams sent off. . . .

The realization of the success of the whole project comes when each student tells of her accomplished task as she stops in to say farewell before returning home. Branches that are privileged to work in wel-

coming these outstanding AAUW international grant-holders are indeed fortunate groups.

In other ports of entry—San Francisco, Seattle, and occasionally Baltimore, Boston, Los Angeles, New Orleans, and Miami, the same kind of welcome awaits the AAUW visitor, and there is the same patience and ingenuity in connecting with planes and ships, in meeting crises, and in offering the kind of introduction to America that will mean most to each particular visitor.

Even though the grantee may be used to travel, these provisions are appreciated. A scientist from India wrote:

From the time I landed I did not have to bother about anything in way of plans or programs or where to stay or what to do. At every place I find it is done for me. Not for even a minute have I felt I have no friends. The AAUW members are wonderful. I feel I have always known them. They certainly spare no pains to make us feel at home and comfortable.

That is the ideal for which the Association strives. Occasionally, of course, there is some slip in making connections, but the Headquarters office goes to extraordinary pains to make sure that things go smoothly for the incoming grant-holder.

Before the foreign student arrives, the Headquarters office has asked the help of the branch officer or the dean's office where she is to study in making living arrangements. The room must be engaged far in advance, and sometimes it is difficult to assess all the personal factors that should be considered. Some grant-holders like the experience of living in a private home in order to "see American life"; others prefer to be more independent. An orthodox Israeli grantee or a vegetarian from India may wish to prepare her own meals.

It is hard to anticipate tastes. Just as the Headquarters office concludes, on the basis of several comments, that mature professional women do not enjoy being lodged in an undergraduate dormitory, along comes a letter expressing a directly opposite opinion: "If I felt old as I left the heavy atmosphere of Europe, so I am feeling very young again in this friendly, natural, light-hearted atmosphere in the dormitory."

If the grantee comes with husband and children, as has happened in a few instances, the problem of finding housing is complicated. But the record shows that the presence of families has not interfered with success in carrying out the work planned. In fact, the presence of the family may mean contacts that give special insight into American life.

Whatever the preference, local branch members are usually ready to help in finding a satisfactory solution.

If the former grant-holders were writing a phrase book for those who follow, it would undoubtedly begin with that password to good counsel, encouragement, and the solution of perplexing problems: "Dear Miss Smith . . ."

For at the AAUW Headquarters office Mary H. Smith from the start of the program has not only handled all the multitudinous details of applications and placement, transportation and housing, dispatching checks and rounding up reports, but has also served as a combination of academic dean, dean of women, bursar, and friend. The mail brings to her desk every sort of problem, from homesickness to a lost wallet, from an appendix operation to plans for a cross-country bus tour.

Letters from the grant-holders are warm in appreciation, often expressed in superlatives, for the patience and concern with which their problems are met. One grantee analyzed in matter-of-fact terms what this personal relationship means to the success of the program: "During the whole year I could turn to you in my problems and this I think is important. I have seen that other foreign students have been lacking the security this gives."

Some of the letters to the Headquarters office are concerned with adjustment to the American educational system. The European graduate student, accustomed to being on her own in pursuit of a higher degree, finds it hard to accept American course requirements, emphasis on credits, compulsory attendance, and regular assignments and examinations. Of course Miss Smith cannot produce a magic formula for changing requirements, but sometimes a way out can be found.

Occasionally language difficulties are reported, though the AAUW makes every effort to secure dependable evidence of proficiency in English, and the record of the grantees generally has been good in this respect. The Headquarters office has learned not to be too disturbed by early reports of deficient English, for often the excitement and fatigue of the first days in America cause a fade-out in vocabulary. Sometimes special tutoring is authorized, but often the situation is resolved without such measures. When one AAUW branch found that a grant-holder in their community was having difficulty with spoken English, though she could read and write the language easily, several members volunteered to give her the needed practice. The students themselves take steps to remedy any lack. A Japanese student reported, "I do not stay in my room. I go out and talk with people—with clerks in the store, people on the bus, anyone who will speak with me."

As world conditions change, the problems that come to Miss Smith's desk have changed too. She no longer finds it necessary to arrange for dental work neglected during the war, or recommend green vegetables to a student who had forgotten such luxuries, or warn against skimping on food in order to send parcels home.

Of course many of the grantee's problems are not laid on the Headquarters doorstep; they are solved through the generous concern of faculty, personnel officers, fellow students and co-workers, and AAUW members in the locality where the grant-holder is enrolled.

One of the ever-recurring puzzles of the Headquarters office is how to balance the advantages of visits to local AAUW groups against the demands of the grant-holder's work. Rewarding though such contacts may be, they take precious time, and most grant-holders are working close to the limit of endurance, driven by the wish to learn everything they can in the short time they are here, and hampered by having to adjust to an unfamiliar educational system and a foreign language. To protect the student who feels that gratitude demands the acceptance of AAUW invitations, state and branch fellowship chairmen are asked to advise the international grantees on engagements, and to make it perfectly clear that the Association puts the grant-holder's health and study program first.

The Final Score

Of course no amount of planning can forestall all the difficulties that lie in the path of these foreign visitors. The understanding aid that the AAUW wishes to give is not available in every place of study, and in the grant-holder's adjustment many factors play a part. But thanks to the careful work of the selections committees abroad and the cooperation of local AAUW branches in orientation of the students when they arrive, the percentage of disappointments and maladjustments has been amazingly low and the record of satisfactory, rewarding experience exceedingly high, as the letters of the grant-holders warmly testify.

The problems that come daily to the AAUW Headquarters office are a reminder that in international relations there is no easy path between the generous impulse and its fulfillment. The singular success of the AAUW international grant program has been largely due to realistic facing of difficulties and the mobilizing of the efforts of many people for their solution.

Results, Personal and Professional

TO TRACE THE RESULTS OF THE GRANTS, a questionnaire was sent in 1954–55 to grantees of the nine years, 1945 through 1953–54. Of the 300 originally in this group, three had died and four in Iron Curtain countries could not be reached. Replies came from 215, or 72 percent of the whole number. This was a very gratifying response, considering that there had been no regular check of addresses and the recipients were scattered over the globe—and considering too that people of other countries are apt to be more questionnaire-resistant than Americans, who are hardened to the custom.¹ To round out the replies, further material has been gleaned from letters and reports, which often give unsolicited comments that have a bearing on this study.

Personal Effects of the American Experience

For the international grant-holders it is clear that some of the deepest effects of the stay in America are personal. Such effects are not easily defined, and any résumé is bound to be inadequate in transmitting the sense of enrichment—the stimulus of new places, new people, new experiences, new ideas—that runs through the messages from the foreign women who studied here on AAUW grants.

¹ For further details of the questionnaire study, see Appendix I.

In the first postwar years, the immediate need was to mend the damage inflicted by the war. For the early grantees from the liberated countries, food, warmth, and escape from the atmosphere of war were often as important as any professional training. Psychologically as well as physically there was need for restoration. Letters of the early grant-holders describe in moving terms the tonic effect of their stay:

From a Norwegian, who had spent more than a year in a German prison.—It is not only in a scientific way that I have got something out of the year in the United States; it has been very valuable to me as a human being. There has been something about this change of environment and stay over here that makes me feel much more fitted for life. I felt so old when I came out of prison that I sometimes felt older than the really old people who had lived a quiet life. I guess I feel fifty years younger now.

From a Philippine teacher, who had been wounded in the final struggle for Manila.—Last year, at this time, I was teaching. I did so, mechanically; I was indifferent. I did not care much, one way or the other. This summer I had such a wonderful time and such human relationships that I feel alive once more. I am learning to smile again. I feel keenly interested in many things; I have the old enthusiasms; I can get so interested in a thing again that I forget to eat. The old fires, the old enthusiasms, life—you have given them back to me.

From a Danish psychiatrist, who had helped to hide refugees from the Gestapo in the hospital where she was a physician.—I believe it is impossible for you really to understand how much it means for people from the occupied countries to be able to go to the USA. It is like coming from imprisonment to open air. . . . Now when I am back I am still feeling refreshed from new ideas and new impulses. I am working as never before in my life. I have seen and learned so much and I have met so much kindness and hospitality that I don't know how to thank you for it.

In evaluating personal gains from the American experience, these visitors mention *self-confidence* first among the personal qualities developed here. This growth in confidence is noted as often by Europeans as by women from Eastern cultures where women's position is more sheltered.

A Philippine teacher reports that her stay here overcame her inferiority complex: "Now I can talk to anyone." Since her return she is taking a more active part in organizations. Another counts it a gain that she found courage to complain about conditions in her college that had been passively accepted before.

A Japanese teacher reports, "I am full of new hope and fresh courage which I have never felt for so many years. My experiences in America are working fine in me."

A good many mention a broader perspective as one of the values of the American experience. "I learned that truth is manifold," writes a French teacher. A sociologist from Finland notes "a broadened outlook . . . the knowledge that some things can be perceived and thought about in different ways." A government official from Thailand discovers that "problems are everywhere the same."

An Italian teacher finds herself "less dogmatic . . . grown up mentally," and a young student from Luxembourg confesses, "When I came I was an individualist, intolerant and narrow-minded. My outlook has widened."

A German grant-holder says that "a little essay" would be needed to give a grant-holder's impressions, and concludes:

The opportunity to live and work in the United States has widened my horizon in many aspects. My deepest impression has been that in spite of a century of mass production and inhuman wars the interest in the destiny of the single individual has endured. As far as I understand, the underlying idea of this attitude is: we only can survive if we are willing to help each other and the sick neighbor, too. These experiences have given me new impulses after years of postwar depression. The life of the people in this country has taught me that a heavy blow in life is never final, that there is always a new start.

For many grantees, their stay in America was a new experience in internationalism, as they came to know students of other countries in classes, on the campus, and in international houses where they stayed, or found themselves working with colleagues from other nations in laboratories and hospitals. Many mention an international outlook as a result of the American experience. "The globe now is smaller" . . . "gained a feeling of belonging to mankind" . . . "learned that problems are *many*, not just in my country" . . . "feel obligated to contribute my own part for better understanding between peoples" are some typical comments.

The "democratic way of life," as these women encountered it in classroom and laboratory and in American homes, comes in for a good deal of comment. A Japanese teacher feels that the American experience "has freed me from the bound of a kind of feudalistic way of human relationship, to always distinguish above from below, somewhat." After her return she writes that she is trying to become a friend rather than a teacher of her students, "except in class."

For those who have watched anxiously the precarious growth of democracy in Germany, this statement from a German teacher is encouraging:

Personally this experience in the United States has reassured and strengthened my inner belief that so much more in the life of a human being can be achieved with a full and democratic method than by an authoritarian "one-track" system. Since my personal philosophy has been much more precisely shaped through my experience in the States, I think my work in Germany can be of better influence and my positive outlook on life does not help only myself but, I hope, many young people with whom I work.

After observing women's organizations and activities in this country, some of the visitors returned with greater interest in public affairs and the progress of women. Those from the Far East, particularly, found suggestions to use in developing their own women's groups at home.

In the personal realm, such gains in confidence, in breadth of outlook, in world viewpoint, and in democratic attitudes are mentioned often. But the personal asset that is noted over and over with the warmest feeling is *friends*.

This building of friendships has a bearing on the success of the grantee's study program. A distinguished expert in industrial relations, in a report on her studies here, gives a thoughtful analysis of how the sense of "at-homeness" in this country contributes to professional growth:

In looking back I am aware that there has also been an inner development, which although related to these [study] activities cannot be traced and listed in the same way. It was a process of slowly assimilating and evaluating a cultural and social scene which previously was practically unknown to me. . . . Its most important aspect seems to me the partial identification I attribute not only to the considerable increase in factual knowledge of the cultural pattern and background of the country I was able to obtain, but also the personal relationships built up with many of its inhabitants in various places and positions. Should I ever have an opportunity to return to America, I shall feel as if, in a sense, I were coming "home."

Letters written years after the grant show the depth of friendly relationships that have been established. Repeatedly the grantees say, "I am still in touch with my American friends." On both sides the feeling is more than an expression of passing interest in a national from another country. One returned grant-holder writes: "With my American friends the exchange of news of private and family life shows honest interest and understanding. The good memory will last as long as I live."

Chain Reaction

A German teacher closes her third report: "Last not least I would like to mention that now, a year after my return, I know that I

gained real friends in the States. Their long letters give me a constant feeling of 'belonging.' I am very, very happy that they do not forget me." Her next paragraph is typical of many:

I also enjoyed more than I am able to express the visits from American friends. It has been wonderful to have an opportunity to return a bit of all the generous hospitality which I received. Not only has it been fun taking my friends sight-seeing, but I was happy that mostly I have been able to arrange for them visits to places of special interest to them, like schools, refugee camps, and meetings of women's organizations.

This kind of chain reaction from the grants is often evident in reports of the warm hospitality that has been extended to visiting Americans.

In Norway and Denmark former grant-holders have gone a step further, and have financed reciprocal grants for study by an American in their respective countries, as an expression of gratitude for their stay in the United States; the German Federation has offered a similar opportunity.

When AAUW's President, Dr. Anna L. Rose Hawkes, visited Thailand in 1956, the grantees who had returned to Thailand honored her and expressed their appreciation to the American Association by giving a scholarship named for Dr. Hawkes to a Thai student.

The spirit which prompted these awards and the individual sacrifice which made them possible have been deeply appreciated in the American Association.

Strengthening the Federations

When the international students return, they often have opportunities to strengthen their own federations of university women. Three have been elected president of their respective federations, in Austria, Japan, and Thailand; several have held the important post of international relations chairman; many have served on committees to select candidates for the AAUW awards or in other capacities.

These connections help to make a close bond between the American Association and the other university women's groups around the world. Officers of the AAUW who have visited federations abroad bring back vivid memories of their welcome by the former grant-holders; and as they have reported to local branches, AAUW members generally have felt the warmth of these vicarious contacts.

Professional Returns

The central objective of the international grant is an experience which will give to each holder new tools for professional effectiveness on her return home. It is hardly necessary to describe here the gains in professional competence that come from the opportunity to concentrate on study or training in one's field, and the stimulus of contact with new ideas, new methods, and new personalities—often world-famous in their subjects. A Finnish psychologist writes:

When reports and bibliographies are for us gigantic experiences, you can guess how I feel when meeting the same greatness in living life. I have had this opportunity in *many* different connections. Discovering the new child study idea, that has been rapidly growing up, was to me just the same experience in studies as the Empire State building and Niagara in sights.

To be sure, some of the special professional advantages of study in America might not occur to Americans themselves. A psychiatrist from a Danish police court was jubilant over opportunities in the United States: "My country is such a small one. But here it is so big; there are so many murders for me to study!"

Whether their specialty is murders or cancer research or labor laws or the earth's magnetism, the grant-holders acquire new tools for professional service, and many report increased maturity and self-confidence in dealing with professional problems as well as new enthusiasm and a broader perspective in their work. One college administrator sums up the professional gains from her year: I was first appointed to our faculty in 1925. May I confess, however, that the most valuable contribution is what I have been able to make since my studies in the States. With my professional equipment enriched, my enthusiasm for my work renewed, my health restored, the years since my return have been much more constructive than they would have been without the opportunity the AAUW gave me.

Well over a third who answered the questionnaire report that after their return home they obtained promotion or a better position as a result of the grant. A gain in prestige, both social and professional, is frequently mentioned.

In the Philippines, particularly, those in authority seem to place a high value on the American experience. The president of the University of the Philippines, writing to express appreciation of a grant given to one of his faculty, says: "We have before us here a great task of nation-building, and you, as citizens of a well developed country, can hardly imagine the large opportunities and the great responsibilities that fall on the few workers who are

prepared to seize them.” However, to one overworked Philippine teacher these opportunities are not an unmixed blessing. “People back home expect too much of our training!” she protests.

Difficulties in professional readjustment seem not to have been serious. The questionnaire asked: “What difficulties, if any, did you encounter on returning home after holding the international grant and resuming your career?” Over half the replies say, “None” or leave the question blank, having already indicated good effects of the American experience. Over a dozen report difficulty in getting re-established in a job; a few of these were seeking specialized work for which few opportunities existed in their countries; some did not have leave and had to hunt for new positions.

Only a few report resistance from colleagues or superiors to ideas that they brought back, or feel that their American studies have not received adequate recognition at home. The small number of complaints on that score may reflect the maturity and good sense of the grant-holders as much as the attitudes they found on their return.

Perhaps a dozen say that they found it hard to return to old methods or old ways of thinking. A very few mention missing the facilities they were used to in the United States, but this is a more typical response:

Now I find myself in a different environment, without all the working facilities I had been used to in America. . . . My first reaction was one of homesickness for the United States, but then I told myself there is much work for me to do, work by which I could give others the advantage of what I tried to learn.

There is no suggestion that American educational methods should be transplanted without critical evaluation. A Japanese teacher, concerned with problems raised by compulsory education, thought it was a distinct advantage that even in the United States there is no one accepted philosophy of education. While taking courses in education and visiting various types of American schools, she wrote:

I had thought that progressive education was carried out in most of the schools, but I find there are many teachers and parents who are very much against this new method. I am glad I am here at such a time in order that I will understand the problems in the new method when I introduce or explain it in Japan.

In general, the friendly, informal relationship between teachers and students and the teamwork among fellow workers made a deep impression. Grantees who are now teaching frequently report that they are trying to put into practice the interest in the individual and the democratic attitudes in the classroom which they experi-

enced here and liked. For example, a Norwegian teacher a year after her return mentions her better understanding of the importance of studying the psychological backgrounds of her students. She is now encouraging parents to come for consultation, and having more talks with students.

For some, the pressures of time and established methods discourage radical change. A French teacher, while noting some advantages in American procedures at the university level, went happily back to French methods at the secondary level and "eventually found them better." A Finnish teacher also feels that her instruction is no better than before, since her secondary school is "strictly subject matter." But these are exceptions.

At the time the questionnaires were returned, 86 percent of the 215 who replied were engaged in professional work; 9 percent were continuing their studies, doing unpaid research, or seeking employment; the others (5 percent) were homemakers with no outside employment.

About half of the employed group are teaching, full or part time. Over half of the teachers hold posts in universities and teacher-training colleges; a third are in institutions corresponding to the American junior college and preparatory level; and the others are in elementary, preschool, and special schools.

Among the returned grantees who are in non-teaching occupations are scientists engaged in research, museum curators, government employees, translators, physicians, dentists, psychiatrists, judges and other court personnel, attorneys, librarians, and some in private industry, with a scattering of journalists, architects, engineers, and executives of voluntary organizations.

These foreign women are much more likely to continue in their professions after marriage than are the American fellows. The percentage of the international grant-holders who were married when they returned the questionnaire (38 percent) is a little lower than for the national fellows, but the percentage of the married who are employed is considerably higher: 86 percent for the married international grant-holders, 57 percent for the Americans. Three-fourths of these women of other countries who combine marriage and career have children, as against half of the married-employed American fellows. It is hard to say whether these differences are the result of social attitudes or the greater availability of domestic help in foreign countries and the helpful presence of aunts and grandmothers within the family circle.

When the data for this study were gathered, 21 of the 300 international grantees were resident in the United States, in addi-

tion to those who were staying on to complete work begun under AAUW auspices but presumably not planning to remain.² For six of the twenty-one—two Czechs and four Chinese—return would be dangerous or impossible because of the political situation.

Five of the twenty-one U.S. residents are engaged in professional work, three are pursuing advanced studies, and one is a DP seeking employment. The others report no paid employment.

Twelve of those who are making the United States their home are married to Americans. One of these married grantees, a physician, is continuing her professional work here, another is doing translations part time, and several others hope to resume professional work. It is worth noting that eight of the twelve who married Americans were under thirty at the time of the grant, and ten came in the first five years of the program, during the disturbed period following the war.

International Work

The questionnaires show that many international enterprises are profiting from the professional services of AAUW grantees. International posts reported, with the country of the grant-holder, include:

Delegate to three UNESCO conferences and to the U.N. Commission on the Status of Women (Denmark)

Child welfare expert on U.N. missions to Yugoslavia and to Switzerland; U.N. exchange fellow (Finland)

Archivist at the U.N. headquarters (France)

Home economics specialist in a UNESCO project in Ceylon (the Philippines)

Technical adviser in Geneva to the World Health Organization; member of WHO unit on harbor control of venereal disease in Europe (Denmark)

Interpreter for NATO (France)

Director of studies for a German organization for adult education in international relations (Germany)

Member of a sub-committee on education of the National Commission for UNESCO (Thailand)

² The figures on grantees resident in the United States are for the total number covered in this study, not simply for the questionnaire respondents. They cannot, therefore, be correlated with the questionnaire data on married grantees given above.

Medical officer in the World Health Organization mother-and-child program in Vietnam (Netherlands)
U.N. expert on old age problems (Finland)
Case worker in the Child Welfare Division of the International Refugee Organization; supervisor in the Resettlement Program of the World Council of Churches (Netherlands)
Interpreter in the U.N. section of Japan's Ministry of Education (Japan)
Researcher on nursing education for the World Health Organization (Luxembourg)
Director, Annual Holiday Courses for foreign students in Danish culture (Denmark)
Researcher in bacteriology on U.N. grants (Italy)

Others have taken part in U.N. or UNESCO seminars and surveys on probation for young offenders, on teaching of modern languages, on children deprived of normal family life, and on social work. Grant-holders also report giving help with the Fulbright program, working with the Economic Cooperation Administration, contributing to an international scientific handbook, planning an exchange for Europe of research and methods in home economics.

Thus in many ways the professional training gained in the United States is helping to weave the fabric of a world community.

"This Was the First . . ."

Here and there in the questionnaires appear such phrases as "I was the first . . ." or "I initiated . . ." or "This was new." Often the grantee reports that she has drawn on her experience in the United States to introduce or contribute to some pioneering development that is new in her institution or her country. A partial list suggests how widespread is this influence of the grant-holders' American training:

A Danish lawyer became Minister of Justice, the only woman in the Danish Cabinet since the thirties.

A Dutch doctor organized work in a clinic for women patterned on a similar one at Johns Hopkins, and introduced new methods of obstetrical anesthesia and cancer diagnosis.

A lawyer from Thailand became judge of the first juvenile court in her country.

A Philippine grant-holder, impressed by the work of Berea Col-

lege, inspired the movement to establish a government vocational school, now functioning on the island of Mindanao to raise living standards among the Moros.

A Thai psychiatrist organized and is directing the first mental hygiene clinic in her country.

A German sociologist is helping develop the pioneering home economics research program in the West German Federal Department of Agriculture.

A Philippine lawyer was one of the first two women to be appointed judge of a superior court in her country.

A South African psychologist introduced remedial reading work in the University Child Guidance Clinic in Capetown and directs the Clinic and Remedial Teaching Center.

A Mexican teacher of English helped to revise plans for the university's English Department.

A Norwegian specialist in public health was appointed to a newly created position in the Health Services of Norway—consultant in hygiene in the field of maternal and child health.

A Thai chemist planned the equipment for a new chemical laboratory at Kasetsart University.

A Danish psychiatrist organized Norway's first Department of Child Psychiatry, at the University of Oslo.

A Philippine leader developed a widespread program of classes to train industrial workers and people in rural areas in citizenship responsibilities.

A social worker of Finland reorganized the adoption service of that country's Save-the-Children Association.

A Belgian psychiatrist started school psychiatric work in her district, with classes for retarded and problem children.

A Danish psychologist took part in the work of a government commission to organize speech correction work in Denmark.

A Japanese biochemist built up a new research laboratory at Ochanomizu University, and organized research in carbohydrate chemistry.

An Italian psychiatrist developed psychiatric services in the University of Parma's pediatric clinic.

A Philippine home economist prepared a guide for a course in a new subject—Marriage and Family Relations.

A Norwegian public health official drafted a plan now under consideration for national school health services.

A Japanese nutritionist started a nutritional survey of nursery schools.

A doctor in India took part in a new type of clinic in Calcutta—a “well baby” clinic that provides a means of educating parents on such matters as immunization.

A Norwegian economist with training in personnel administration helped to develop the work of her government’s newly instituted Division of Organization and Methods in the Ministry of Finance.

The individual stories of some of these women, told in the following pages, give a picture of how the training gained in the United States has been put to use around the world.

Training Put to Use

ONE HAS ONLY TO THINK OF THE CONTRASTS in the backgrounds of the international grantees—Thailand and Norway, France and Japan, Holland and Mexico—to know that averages and generalizations can never capture the full picture of the women who have come to the United States on AAUW grants. The thumbnail sketches in the following pages give some specifics, but this limited selection can only suggest the many varied ways in which the training acquired here has been used.

Lawyers and Political Scientists

Only a few of the international grantees are lawyers or political scientists, but these make up a particularly distinguished group.

I. Helga Pedersen, Denmark, member of Parliament; judge, Court of Appeals; former Minister of Justice.—Miss Pedersen, after her return, held several notable government assignments, culminating in appointment as Minister of Justice, the only woman in the Danish Cabinet. She has said that the AAUW grant was a large factor in the advancement which has marked her career.

Before coming to the United States Miss Pedersen had been secretary to the Minister of Justice and a deputy prosecutor.

As an AAUW grantee at Columbia University she studied American criminal law and judicial procedure, especially the treatment of criminals. Visiting penal institutions, she was impressed with the individual treatment system, the training of personnel,

cooperation of outside agencies, and emphasis on prevention. A few years later she was able to report that many of the ideas she brought back to Denmark had been realized with modifications to meet the Danish situation.

After her return she was acting judge in the Court of Appeals, then judge in the District Court in Copenhagen. She represented Denmark at the 1949, 1950, and 1956 UNESCO conferences, and as delegate to the U.N. Commission on the Status of Women in 1950. She then was appointed Minister of Justice, a post which she held for three years. She is now a member of Parliament and a judge in the Court of Appeals. She has served as president of the Danish Council of Women and member of various commissions and boards, and has delivered numerous speeches in Denmark and abroad on legal, social and political subjects. She has been honored by her country with the decorations of Danish Commander and the Grand Cross of Orange-Nassau.

Jorunn Skeie, Norway, Counselor to the Ministry of Justice and Police, Department of Prisons and Penitentiary Affairs.—Before coming to the United States, Miss Skeie had served as First Attorney to the Ministry of Justice and Police, handling questions of penal law, criminal procedure, and prison and workhouse regulations. At Columbia and New York Universities she studied such subjects as social and abnormal psychology, penology, correctional administration; she also visited many correctional institutions.

A year after her return from America, she was promoted to her present position as counselor. She is responsible for preparing laws *re* penology and regulations for correctional institutions, and prepares the more difficult cases concerning the laws, regulations, and treatment of offenders. She was one of four representatives from Norway to the U.N. Seminar on Probation in 1952. Miss Skeie writes that the American studies and observations "have given me insight into modern treatment of offenders and have been of very great value to my work."

Cecilia Muñoz Palma, Philippines, provincial judge.—Mrs. Palma is the only woman in the Philippines serving as judge of a superior court for one of the provinces; i.e., a court above the municipal courts. The appointment was received after her return from the United States. Before coming to this country she was second assistant city attorney of Quezon City, the first woman government prosecutor in her country. She had been president of the Philippine Woman Lawyers Association and organized the Free Aid Legal Clinic, served by women lawyers. She also taught law at the University of Manila and the University of the Philip-

pires, and is the mother of three children. On the AAUW grant she secured the Master of Laws degree at Yale—an important factor, she writes, in the appointment to her present post.

Fernanda Salcedo Balboa, *Philippines*, teacher in the Far Eastern University and leader in women's groups.—Trained as a lawyer, wife of the chief legal counsel of the Central Bank of the Philippines and mother of seven children, Mrs. Balboa has long been a leader in civic activities and in movements to improve conditions of employment for women in the Philippines. After obtaining the LL.B. in 1926, she handled legal aid cases for workers and concerned herself with legislation affecting women. She was executive secretary of the Philippine Association of University Women and chairman of its Legislative Committee for ten years, and has served as president of the League of Women Voters of the Philippines.

As AAUW grantee, Mrs. Balboa was enrolled in the training program of the Woman's Bureau of the U.S. Department of Labor, and spent a semester at the New York School of Social Work. Her experience here gave inspiration for development of labor education courses through the Philippine League of Women Voters; these have now been taken over by the University of the Philippines. Under her leadership the League has sponsored classes in citizenship, giving effective training in the responsibilities of citizens in a democracy to both men and women working in factories and in rural areas. She has also served, since her return, as chairman of the National Movement for Free Elections.

Mrs. Balboa continues to work for legislation in behalf of children and women workers, and is teaching social and labor legislation courses at the Far Eastern University. She is president of the Pan Pacific Southeast Asia Women's Association, and recently visited the United States and Mexico to further the work of that organization in raising standards of living in the member countries and promoting international cooperation.

Jacqueline Rutgers, *Netherlands*, member of the Board of Managers of the Rijkverzekeringsbank.—After studying labor law and related problems at the University of Wisconsin, Miss Rutgers returned to her post in charge of the legal section of the Netherlands Board of Government Conciliators. She also taught labor law at the Free University of Amsterdam, giving a course on American labor institutions as compared with Dutch. Now she has been appointed to the three-man Board of Managers of the government agency which administers workmen's compensation, disability insurance, and old age pensions under the Dutch social security program—the first woman to serve on the Board.

Nandaka Suprabhatananda, *Thailand*, executive secretary to the Mayor of Bangkok and secretary to the Bangkok Municipal Assembly.—Mrs. Suprabhatananda came to the United States with two degrees from the University of Bangkok—Bachelor of Law and Master of Political Science—and with twelve years' experience in the municipal post she now holds. Studying municipal government at the University of Minnesota, she learned with some relief that problems of municipalities are much the same the world around, that even in the United States local governments have budget difficulties.

In addition to her administrative work, she now serves as associate judge in the juvenile court. She counts as one of the most important factors in her American experience her contacts with the AAUW branches, and hopes to encourage more civic activity on the part of women in Thailand. Since her return she has been vice-president of the Siamese Association of University Women, and active in the Women Lawyers Association, the Foundation for the Blind, and the Buddhist Association, and is a lecturer on local government and public utilities at the University of Thammassart.

Rosemarie von Maltitz, *Germany*, director of studies in the Gesellschaft fuer Auslandskunde, an organization for education on foreign affairs.—At the University of Pennsylvania, Mrs. von Maltitz supplemented her German training in law by graduate studies in international relations and American history and foreign policy; she also made many contacts with women's organizations. She was appointed to her present position shortly after her return. Her work includes writing on the United Nations and on the foreign policy of various countries; organizing discussion groups; and helping train discussion leaders. She is a member of the boards of directors of the Deutscher Frauenring (Germany's leading women's organization) and of the Working Committee of the Anglo-German Society, and is active in the German Society for the United Nations.

She writes: "Since my return I have held so many lectures about the United States that I cannot state the exact number—before bigger and smaller audiences, schools, universities, organizations for adult education, etc. . . . I tried to give a true picture."

Many Are Teachers

The largest number of grantees in any one occupation are in teaching. This group includes many specialties, as the fields of study and the biographies under other headings indicate.

Conspicuous among the teachers' fields of interests is "American studies," a new development in foreign countries. It is only since World War II that such subjects as American history, American literature, and the English language as it is spoken in the United States have received academic recognition as subjects for study in other parts of the world. This newness of the subject makes it doubly important that about forty grantees are teaching in fields which contribute in one way or another to the "American studies" movement. For example—

Dr. Hertha Marquardt, *Germany*, professor of English language and literature, the University of Goettingen.—Since her return, Dr. Marquardt writes that she has included "the American side" in her teaching—an innovation in Goettingen University studies, which had been concerned with "British English."

Since her year here, studying American language and literature at Yale and the University of Chicago, she has introduced a course on the American novel, included "American English" in the history of the English language, assigned American literary subjects to students for essays, and included questions on American subjects in examinations. Plans are under way to give American literature a permanent place in the study of English at the university.

Boonlua Kunjara, *Thailand*, head of the supervisory unit for teachers of English in secondary schools, in the Ministry of Education.—Miss Kunjara has strong convictions on the necessity for good English teaching:

The people of Siam cannot help feeling strongly attracted to the Western way of life, but not being able to reach its depth, imagine it to be a round of dances, parties, picnics, parades, strikes and war. . . . They will never be able to acquire the necessary knowledge unless the methods used by the schools are revolutionized.

Miss Kunjara earned a master's degree in education at the University of Minnesota and also went to the University of Michigan for a course on teaching English as a foreign language. She now is in a position to influence methods of English teaching in Thailand through her supervisory work, which covers secondary schools in Bangkok and in the provinces. Besides inspection of teachers, her responsibilities include preparing teaching materials and research on methods of teaching English. She is also assistant director of Triam Udom School, where she supervises English teaching in the university preparatory and teacher-training departments and the demonstration school. She is a leader in the Siamese Federation of University Women (president, 1951–52), and when

the International Federation held its Asian-Pacific Regional meeting in Manila she was co-leader of a group which considered the role of textbooks as they shape the minds of children. She is working on the sub-committee on education of her country's National Commission for UNESCO.

Dr. Adelheid Schimak, Austria, teacher of English (high school and junior college level).—As a grantee, Dr. Schimak systematically set out to “know America,” studying at Catholic University in Washington, D. C., the University of Chicago, and the University of Texas. She accepted innumerable speaking engagements with AAUW groups, visited members in their homes, and made a trip to the West Coast. Everywhere, she endeared herself to those she met. Texas and Arizona branches gave her books to help in interpreting America to her students; the Texas Division of AAUW named an international grant in her honor, in appreciation of her branch visits.

She returned to Vienna with a collection of pictures, slides, and books which, she wrote, “is unique here.” She has drawn on all her American experience for her classes, public and professional lectures, workshops for teachers of English, and school radio programs. Her students have responded enthusiastically.

Dr. Schimak plans to translate into German a book by one of her University of Texas professors—*The Great Plains*; she hopes to rewrite American sections of some of the English texts used in the schools, and to edit reading materials from American literature for student use.

Dr. Tasniya Isarasena, Thailand, instructor in English, University of Kasetsart, Bangkok.—English teaching at the university is Dr. Isarasena's “first and permanent job,” but she is on loan to serve as tutor to the King's elder daughter and the Crown Prince, and has organized a nursery school for a group that includes the two royal children. She is also liaison officer to the Fulbright Foundation in Thailand.

Dr. Isarasena stayed on at the University of Wisconsin for five years after her AAUW grant, working as a graduate assistant, until she had obtained her Ph.D. in education. As assistant in linguistics she helped the department to produce a new type of language study material, using sound film, to teach the Siamese language. Her paper on “The Development of Elementary Education in Thailand” was published by the University of Wisconsin Press.

The "American studies" teachers form a group of special interest because their subject is only now coming to the fore in other countries, and it is particularly significant for future understanding. But equally important are some of the other fields of education.

Fuji Nomiyama, Japan, professor of Biblical literature and comparative religion, Japan Women's University, Tokyo.—Miss Nomiyama is a distinguished teacher and writer, and has long been a leader in education and in Japanese women's organizations, including the Association of University Women. Since 1929, she has been a professor at Japan Women's University, where she is chief adviser of students and a trustee of the university.

Education for peace has been her lifelong concern; she has written much on this subject and worked in movements for peace. As a result of her protest against the Manchurian war her name was on the government's blacklist and she was placed under surveillance. When applying for the grant she wrote: "During the dark war years our efforts could only beat against a dead wall, but now we will continue our work."

In the twenties, Miss Nomiyama had studied in the United States, receiving an M.A. from Vassar College. On the AAUW grant she studied at Union Theological Seminary, taking courses and gathering materials for a book for young people on the life of Jesus, which she feels is much needed in Japan. She also frequently addressed meetings at colleges, churches, and meetings of women's organizations, and sent back to Tokyo scripts for a series of broadcasts describing aspects of American life of particular interest to women.

At the request of the president of her college, Miss Nomiyama visited colleges and universities here to gather new ideas in education and administration and to observe home economics education.

In Japan since her return she has made two long tours, speaking on the United States, especially in rural areas, where she feels the sharing of her U.S. experience is particularly important. Through articles in newspapers and magazines she continues to interpret America to Japan, and is deeply concerned with counteracting anti-American feeling among young people. When she returned her questionnaire, in addition to teaching and other activities she had practically completed the writing of her "Life of Jesus."

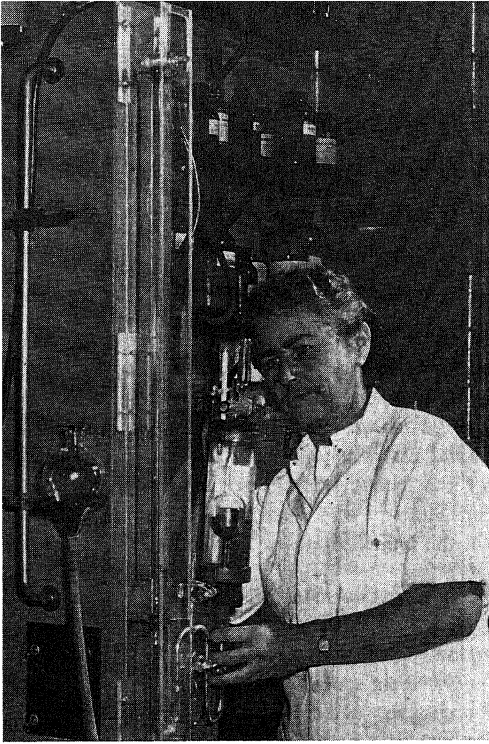
Koralia Krokodilou, Greece, Dean of Students, Pierce College.—After a year at Smith College as AAUW grantee, Miss Krokodilou received an honorary master's degree from the college with this citation:

A graduate with high honors from the Women's College in Istanbul, Turkey, a teacher for many years in Pierce College, Athens, and during the war years an administrator as well, whose dauntless courage did much, through desperate times, to hold the college together, you have served your valiant country with the spirit possessed of your ancient Greek heroes and recorded in their noble literature. Not only in Athens is your influence known and felt, but throughout Greece, because of your cultural and humane service to its young people. Among us here at Smith College during the past year you have been an emissary of good will, winning the admiration of us all and echoing well the words of Socrates: "I am a citizen, not of Athens alone, nor of Greece, but of the world."

For more than twenty years Miss Krokodilou had been registrar and teacher of English at Pierce College, Elleniko, Greece, which enrolls approximately six hundred girls at the high school and junior college level. She came to the United States to study current trends in education. At Smith, and on numerous visits to colleges, universities, and secondary schools, she was particularly struck by the principle of encouraging the child to grow according to his innate abilities. She commented: "The dynamic learning with children rather than the formal road of instruction is the element that makes the American school a happy school."

After her return to Greece, Miss Krokodilou was appointed Dean of Students at Pierce College, and organized a guidance system for the students. She is also Director of the Academic Office and teaches a class in English. Thus she has many opportunities to draw on her experiences in educational work in the United States. Her hope for the college is simply stated: "To make a happy school and prepare good citizens"

Josefina D. Constantino, *Philippines*, secretary to the president and assistant professor of English, University of the Philippines.—Miss Constantino majored in literature but presently is engaged in curriculum-planning for students of engineering. When she applied for the AAUW grant, Miss Constantino was a critic teacher in the university high school of the University of the Philippines. At Columbia University she earned the M.A., specializing in British literature, and spent a summer session at the University of Michigan taking courses in guidance. Returning to the University of the Philippines she accumulated a combination of responsibilities: administrative duties in the office of the president, student counseling in the College of Liberal Arts, and teaching English. She has also prepared a high school text in English literature and another in grammar and composition. She has been a constant contributor to Philippine educational publications.



*Dr. Leah Bloch-Frankenthal,
Israel, working on an experiment
at the National Cancer Institute*



*Dr. Elsa van Albada-van Dien, Holland,
trying out new apparatus in the Bosscha
Observatory, Java, Indonesia*



*Miss Maria Mihopoulou,
Greece, student in sociology
and psychology*

She recently returned to the United States on a fellowship of the U.S. International Cooperation Administration to study the Massachusetts Institute of Technology's offerings in the humanities. The Philippines needs many more engineers, and the University of the Philippines is concerned that they shall not be merely technicians. Miss Constantino has been studying curricula and conferring with faculty members in preparation for working out a humanities program for the university's engineering college.

Jeanne E. Cazamian, *France*, teacher of physics and chemistry at the Lycée d'Enghien, Paris.—Miss Cazamian's special interest in coming to the United States was to study American educational methods, particularly in the teaching of science. On the AAUW grant she studied at Bryn Mawr, the University of Chicago, and Mills College and visited many schools, and prepared a comprehensive evaluation of the teaching of the sciences in the United States for the French Ministry of Education. She thought these qualities of schools in the United States worth imitating:

In what concerns science—

their excellent approach for children—interest-arousing, comprehensive, and very useful in life

some of their efficiency, about problems, apparatus, and modern devices

some of the modern trend in their programs

and sometimes, their respect for scientific method

In general—

their appreciation of the child's initiative and help to form his character

their delightful informality, allowing orderly discussion despite interruption

their great social generosity, with care of the dull and individual guidance

their encouragement of any human effort

Some of these points she has been able to put in practice in her own teaching.

Doctors, Dentists, Nurses

Next to teachers, the largest professional group is in the medical services.

Dr. Jeltje A. Stroink, *Netherlands*, medical officer in the World Health Organization Mother-and-Child Health Program in Viet-

nam.—The WHO program in Vietnam in which Dr. Stroink is engaged involves cooperation with the U.S. Foreign Operations Administration, and Dr. Stroink reports that her knowledge of English and of American ways of thinking has proved very useful. In the United States she worked in the Jefferson Medical College, Philadelphia, studying clinical treatment of patients with endocrine disturbances, and also certain methods of determination of hormones. After returning to Holland, before her present appointment she was assistant professor in the clinic of obstetrics and gynecology of Groningen University, and created an endocrine laboratory which did all the endocrine determinations for the hospitals belonging to the university. She has done research on abortions, which was published.

Dr. Ruth Wegelius, Finland, chief pediatrician for the Children's Hospital of Helsingfors.—As an AAUW grantee at the University of Colorado Medical Center, Denver, Dr. Wegelius did research on leukemia and hemolytic anemia (a disease particularly serious in infancy), and studied polio and problems of newborn infants. In Finland, in addition to her hospital duties, she has published a number of articles in pediatric journals since the grant, and has received two research fellowships (one from the Finnish Medical Society). She has participated in congresses of the International and European Societies of Hematology and in several meetings of Scandinavian specialists. She was recently appointed professor of pediatrics at the University of Helsingfors.

Dr. Nelly Knottenbelt (Mrs. W. Hoffmann), Netherlands, gynecologist in private practice.—Dr. Knottenbelt came to the United States on the advice of her major professor at Leyden University. He had been impressed by the work of the Johns Hopkins University clinic for women, which brings together related work in urology and gynecology, and hoped to develop something similar. After a year's intensive work at Johns Hopkins, Dr. Knottenbelt returned to Leyden University Hospital. In the woman's clinic there she started urological research and the use of cytological methods for cancer diagnosis, and introduced certain obstetrical anesthesia techniques and other methods in use at Johns Hopkins. Dr. Knottenbelt wrote the chapter on carcinoma in *Advances in Medicine*, 1949–52 (Holland), and has published articles in the *Dutch Journal of Obstetrics and Gynecology*. Since the death of her gynecologist husband, she has taken over his practice.

Dr. Kithianda Thangamma Ganapathy, India, physician in a government hospital.—Dr. Ganapathy worked at the Woman's

Medical College, Philadelphia; the Johns Hopkins University Hospital; and the Children's Medical Center of Harvard University. On her return, she specialized in pediatrics in private practice in Calcutta, and served in two clinics. One was an innovation—a "well child" clinic; parents welcomed the check-up service for children who are not ill. Recently she has been sent by the government to a large hospital in central India, in a backward area where women are still in purdah and a woman physician, working with men, is distinctly a pioneer.

Dr. Katri S. Parma and **Mrs. Eva Helminen-Pakkala**, *Finland*, dental surgeons.—Dr. Parma came to the United States for special training in periodontics (disturbances of the bite). When she returned, after studying at Tufts Dental School in Boston, she was the only dentist trained in this specialty in Helsinki. She gave lectures and courses in periodontology in Helsinki and four other cities in Finland, and advised colleagues on special problems. She was keenly aware of the need for other dentists trained in this specialty. Presently the Finnish Federation recommended another dentist, Mrs. Helminen-Pakkala, for training in the same field. Since her year at the New York University Dental School, she too has been giving lectures to dental organizations, including a paper before the Finnish Dental Association, and is carrying on a post-graduate course in periodontia in Tampere, where she practices. She considers the work on the AAUW grant in the United States particularly valuable because she felt the defects of her own dental training done in wartime, and further she believes that through the general interest in what she has learned she will be able to raise the level of dentistry in the community.

Yvette Schroeder, *Luxembourg*, researcher for the Florence Nightingale International Foundation, London.—After a year of graduate work in nursing education at Columbia University on the AAUW grant, Miss Schroeder became an instructor in basic and advanced nursing education at the University of Brussels, Belgium. On a fellowship from the Alumni Association of Teachers College she then completed work for the M.A. in nursing education, and was recruited for research for the Florence Nightingale Foundation. This is the educational foundation of the International Council of Nurses. Miss Schroeder is working on a project undertaken on request of the World Health Organization, preparing a guide for the development of advanced programs in nursing education. Her appointment for this important work, Miss Schroeder feels, was made possible by the fact that she held both American

and European degrees in nursing. "The grant really opened to me my career in advanced nursing education. . . . The studies in themselves have widened my horizon and opened entirely new fields to me. The experience enabled me to compare European and American methods, and to take the best sides of both."

Psychiatry, a Field for Pioneering

Some of the most interesting work of the M.D.s is in psychiatry. Particularly among the psychiatrists one finds reports of pioneering in new work initiated.

Dr. Emma Vestergaard, *Denmark*, chief psychiatrist at the Police Department in Copenhagen.—On the AAUW grant in the United States Dr. Vestergaard studied the use of psychiatry in connection with the courts, working with the medical court service in Maryland. She visited other clinics attached to courts and conferred with specialists in criminal work in many parts of the country. Returning to her old post, she reports that she "got a broader view and outlook" in the United States and discovered "some things quite new to me," and hopes to make improvements and further developments in court psychiatric work on the basis of what she has observed here. Her present work includes statements to the court concerning persons charged with criminal offenses, and also the treatment of neurotic persons on parole.

Dr. Jeanny Knaff (Mrs. Jules Shammas), *Luxembourg*, psychiatrist in private practice in Iraq.—Dr. Knaff came to the United States for training in psychiatry. In six months' work at the famous Menninger School of Psychiatry, her outgoing personality and professional competence won recognition, and she was appointed a regular resident in psychiatry at Topeka State Hospital while continuing her training at the Menninger School. After two years at the School, she returned home and was married to a neuropsychiatrist in private practice in Baghdad, and is currently in that city assisting her husband in the treatment of mental and nervous disorders. Dr. Knaff finds particular interest in the differences—and likenesses—between the cases observed among educated citizens of the West and the desert peoples. She has published several articles with her husband in medical journals of Luxembourg and Iraq.

Dr. Clementina Funaro, *Italy*, child psychiatrist, Pediatric Clinic of the Medical School, University of Parma.—Dr. Funaro came to this country at the wish of the director of the University of

Parma's Pediatric Clinic, to study child psychiatry in preparation for establishing services for mentally and emotionally disturbed children. In New York City she worked at the Pediatric Psychiatric Clinic of Columbia Presbyterian Medical Center, chiefly in diagnosis and therapy in child psychiatry. She took evening courses at Columbia University in play therapy, psychological testing, and psychoanalysis, studied for a month at the Gesell Institute, and spent the summer in a camp for children. On returning to the University of Parma she organized the work in child psychiatry for the clinic. She has found American methods in work with outpatients effective, and reports about two hundred children helped the first year—a gratifying number, since psychiatry is almost a new field in Parma. Parents have been understanding and cooperative, as have teachers and physicians. Her articles have appeared in several publications.

Dr. Subha Sriratanobhas (Mrs. Malakul), *Thailand*, psychiatrist at the mental hospital of the Thai Ministry of Public Health.—Dr. Sriratanobhas writes of her work in the government's mental hospital in Bangkok: "Your Association can be proud of this first mental hygiene clinic in Thailand since your grant made it possible to start this new service." In preparation for setting up the clinic, Dr. Sriratanobhas set out to get a wide range of training, knowing that at the outset she would have to do the work of psychiatrist, psychologist, social worker, and administrator. She spent eighteen months at the Chicago Institute for Juvenile Research and at Denver's Psychopathic Hospital. Now she is trying to discover whether Thai children, brought up in a different culture, have problems similar to those of American children, and whether the same techniques of treatment are successful. Dr. Sriratanobhas reports that child guidance teamwork has been established and clinical services extended, and research on a standardized intelligence test for Thai children is being completed. She has published several articles on retarded children, mental health and children, learning disability, and delinquency.

Dr. Gudrun Brun, *Denmark*, medical director, Children's Psychiatric Hospital, Copenhagen.—When the city of Copenhagen built a children's psychiatric hospital after the war, Dr. Gudrun Brun was appointed medical director. A physician since 1934, she was one of only three specialists in child psychiatry in Denmark. Since there were no opportunities for further training in her country, she applied for an AAUW grant. At the Children's Unit of the Institute of the Pennsylvania Hospital, she got postgraduate train-

ing in psychotherapy and worked in the nursery school; she also enrolled in evening classes at the Philadelphia Psychoanalytic Institute. The director of the Children's Unit wrote: "Dr. Brun's stay was not a one-way street. Her presence was a source of great stimulus to all of us." She was the first foreigner to work at the Institute; soon after her return three other Danes were receiving training there. "I feel I have been able to build a bridge between Philadelphia and Copenhagen," Dr. Brun wrote. Since her return she has become administrative as well as medical head of the children's psychiatric hospital, which has been enlarged; she has started a treatment center for delinquent children—a new field in Denmark; and she is doing research on treatment of schizophrenic patients. Dr. Brun has twice been invited by the World Health Organization to conferences dealing with problems of children.

In the Natural Sciences

Next to the medical sciences, the international grant-holders in science have shown a preference for chemistry, with biochemistry and physics next. The list has also included botanists, astronomers, bacteriologists, engineers and architects, and geoscientists. Japan has sent more biochemists than any other country, Norway more chemists, and France leads among the physicists.

Miss Kimiko Anno, *Japan*, professor of chemistry, Ochanomizu University.—When Miss Anno returned to Japan in 1953, she found that the new biochemistry laboratory which she was to head consisted of an empty room, bare of any kind of equipment. Fresh from American laboratories with the most modern facilities, she was almost in despair. Then the importance of her research was recognized by grants from the Rockefeller Foundation and the Japanese Ministry of Education, laboratory equipment was installed, and Miss Anno is continuing her studies in carbohydrate chemistry, a field in which Japan had fallen behind seriously during the war.

On the AAUW grant she worked at Ohio State University on the chemical nature of sugars and the chemical structure of the anti-blood coagulant heparin, and the antibiotic streptomycin. She also did research on the chemical nature of pectin. A Public Health Service Fellowship enabled her to continue her research for two years more at the U.S. National Institutes of Health. Results of her studies are reported in articles in the *Journal of the American Chemical Society*. Miss Anno's appointment as a full professor came after her AAUW grant.

Annelise Madsen, Denmark, research staff, Institute of Neurophysiology, Copenhagen.—Before receiving the grant, Miss Madsen worked in the electronic research department of a firm making electro-medical equipment. Holding the M.Sc. degree in electrical engineering, she was interested in the use of electronic equipment to measure responses in the muscles and the brain. In her “spare” time she did research along this line at the Institute of Neurophysiology of the University of Copenhagen. Such research has made great advances in the United States, and Miss Madsen came to the Massachusetts Institute of Technology to study new techniques. Later at Yale she teamed with an American neurophysiologist who joined her knowledge of physiology and anatomy with Miss Madsen’s skill in electronics. The preliminary results of their research were reported at the International Physiological Congress in 1953, and their study of “electrical response in the higher centers of the brain to optical and acoustical stimuli” has been continued in Denmark. On her return, Miss Madsen was given a full-time appointment at the Institute of Neurophysiology—the direct result of her experience in America. “I learned more than I hoped was possible,” she reported. Her skill and first-hand knowledge of American scientific methods have also been used in the United States. When a Danish doctor who had begun research at the Children’s Medical Center, Boston, died in the summer of 1953, Miss Madsen was summoned to help out, and within a few days was in Boston at work on the uncompleted study, which was finished two months later. She is co-author of nine published studies.

Dr. Shizuko Muto, Japan, head of the Nutrition Department, Aiiiku Research Institute of Mothers and Children.—During the war Dr. Muto had experimented with Japanese native plants to supplement the poor diet available for infants. She discovered unknown sources of vitamin C, particularly in mulberry and persimmon leaves, which were used as vitamin C sources for infants. But after the war, she wrote, “I had almost reached the end of my capacity in teaching and research and had been struggling how to open the way.”

At Cornell University she took courses to learn methods of teaching, and worked on experiments with animals, learning research techniques to be applied to infant nutrition research. Dr. Muto feels that she found the “way” she was seeking when she observed at Cornell the cooperation among researchers in nutrition, agriculture, veterinary science, and home economics. She now sees possibilities of developing a study of mother and infant nutrition in Japan on a large scale, using similar cooperative techniques.

Dr. Muto now holds two full-time jobs in Tokyo. As head of the Nutrition Department of Aiku Research Institute of Mothers and Children, she is doing research on maternal and child nutrition and the feeding of hospitalized mothers and children, and giving lectures to public health nurses and nutritionists. She is also a professor at the Japan Women's University, giving lectures and holding a seminar in nutrition, and lecturing to extension workers. For good measure, once a week she lectures at Ochanomizu University.

At the request of the Social Welfare Conference and Public Health Ministry, Dr. Muto has started a nutritional survey of nursery schools and is preparing a book on nutrition for nursery school teachers.

She reports that the whole experience of getting outside her own country was immensely stimulating. She became conscious of the effects on Japan of its long isolation. "Some Japanese customs are excellent; some not so good. I hope to help," she writes.

Astrid Loken, *Norway*, curator of the division of entomology, Zoological Museum, University of Bergen.—Miss Loken came to the United States for study that sounds routine—research in entomology. But she climaxed her year with a glamorous assignment: following the blossoming season of orchards from California to British Columbia. Norway's short summer makes the pollination of fruit trees a subject of vital importance, but the University of Oslo had no entomology department offering advanced study in this field. Miss Loken took courses in insect pollination at Michigan State College, then visited experiment stations on the West Coast and in Utah. The trip gave opportunities to discuss problems with American scientists working in this field, and to become acquainted with techniques of artificial pollination, including pollination by airplane.

Since her return to Norway, Miss Loken has been appointed curator of the entomology division of the University of Bergen's Zoological Museum, concerned with scientific collections and research. She has visited many European museums and other institutions working in her field, has served as a member of a commission of the International Union of Biological Science, and received Norwegian and American funds to revisit the experiment station in Utah for further work on pollination and to make other studies.

Guro E. Gjellestad, *Norway*, fellow at the Institute of Theoretical Astrophysics, Blindern University, Oslo.—Dr. Gjellestad is in charge of the daily work of the Magnetic Bureau at Bergen, supervising the reductions of magnetic observations from the magnetic

station at Dombaas, editing the Station's yearbooks, and doing research. She has also served as fellow of the University of Oslo, giving lectures at the graduate level. Both positions are roughly comparable to assistant professor in the United States. Trained as an astrophysicist, her main interest is theoretical investigation of problems concerning cosmic magnetism from both the astrophysical and geophysical angles. The AAUW grant, she writes, played a large part in qualifying her for her present post.

On the international grant, Dr. Gjellestad did research on magnetic stars at Mount Wilson and Palomar Observatories. Her work here was continued through award of the Virginia C. Gildersleeve International Fellowship, and later through her appointment as research associate of the Yerkes Observatory, University of Chicago. Dr. Gjellestad feels that her work at the observatories was particularly useful, for there is no stellar observatory in Norway. Results of her studies have been published in French and American scientific journals.

Dr. Erika Cremer, Austria, professor of physical chemistry and head of the Institute of Physical Chemistry, University of Innsbruck.—Dr. Cremer began teaching at the University of Innsbruck in 1940, and has been director of the university's Institute of Physical Chemistry since 1945. In the United States she worked in the Department of Metallurgy of the Massachusetts Institute of Technology doing research in catalysis. Results of her study were published in the journal, *Advances in Catalysis*, and she was invited to give talks to several groups of scientists interested in this field. She visited other laboratories, and spent a month working with a specialist in reaction kinetics at the University of Utah. There she gave several lectures, and she was also invited to lecture and participate in special conferences at the U.S. atomic center at Oak Ridge, Tennessee. Returning to the University of Innsbruck, she has been able to lecture to student on modern nuclear and other apparatus seen here. In America she visited many modern laboratories, and her knowledge of their set-up will be put to use in the university's new chemical building. Further papers on her work here will be published in Europe.

While in America she was elected president of the Austrian Federation of University Women, and she hopes that in this office she can make use of some of her observations on numerous branch visits about the functioning of the AAUW.

After her stay in Utah Dr. Cremer expressed the impression made by her trip in a very happy way: she translated "America the Beautiful" into German.

Dr. Elsa van Dien (Mrs. G. B. van Albada), *Netherlands*, first assistant, Bosscha Observatory and lecturer, University of Indonesia, Java, Indonesia.—Dr. van Dien was one of the first small group of AAUW international students to come to the United States immediately after the end of the war in Europe. She had lost her possessions and been in hiding during the war, but somehow had managed to go on with her studies. In two years as a grant-holder she earned the Ph.D. in astronomy at Radcliffe, was elected to Phi Beta Kappa and Sigma Xi. After she received the degree, several positions were offered her in this country and Canada; but after a year at the Dominion Astrophysical Observatory in Victoria she accepted a post in 1948 as assistant at the University of Indonesia. Reaching Indonesia, she found an observatory without equipment or materials, the telescope not working and no instruments in the workshop; but in time these difficulties were overcome. Her work now includes teaching astronomy at the university, as well as observations, computing, and supervision of observatory personnel. Her husband has been made director of the observatory. She writes: "It gives me satisfaction that my work, otherwise so abstract and out-of-this-world, will have some social implications in that I am helping to build the university of the young republic of Indonesia."

Home Economics in Research and Teaching

Of the eight grantees who studied in home economics departments here, seven were from the Philippines. Three others who are now in the home economics field (in Finland, Japan, and Germany) did research here in related specialized subjects.

Dr. Jilly Krause, *Germany*, assistant, Rural Home Economics Section, Federal Department of Agriculture, Bonn.—Dr. Krause is taking part in a new development in Germany—home economics research. On the grant she studied rural sociology and home economics, which have had little attention in Germany. After a year and a half at the University of Wisconsin, she returned home and worked to increase home economics research in two institutes which were set up in the government's Rural Home Economics Section with the help of the Marshall Plan. This governmental program is particularly important because there are no departments of home economics in German universities.

Dr. Krause is assistant for administration and supervision of the institute's research, including study of women's share in labor productivity on the farm, country-town relationships, problems of old

people, work clothing for farm women, testing of equipment, study of regional nutrition habits as a basis for extension work in different parts of the country, and hygiene problems on the farm.

Dr. Krause also participates in international work of the Rural Home Economics Section. This has included helping to get a permanent work group on home economics set up within the framework of the Organization for European Economic Cooperation, to encourage exchange of information.

Mrs. Brigida C. Millan, *Philippines*, supervisor of home economics, Bureau of Public Schools.—In elementary and secondary schools, and in eight normal schools, Mrs. Millan supervises Philippine home economics teachers and administrators, conducting workshops, seminars, and demonstrations, advising on curriculum revision, and carrying out related studies. She is chairman of the Consumer Education Committee and member of the Board of Directors of the Philippine Home Economics Association, and member of a special committee appointed by the Secretary of Education to survey home economics programs in the Philippines—a project in which the Food and Agriculture Organization has cooperated.

When Mrs. Millan reported, she was about to leave for Ceylon on invitation of UNESCO, on leave for a year to serve as a home economics specialist.

As an AAUW grantee, Mrs. Millan received the M.A. degree in home economics from the University of Nebraska and was awarded honorary membership in Delta Kappa Gamma. She also received a two-months' scholarship from the Merrill Palmer School. Some of the ideas gleaned from these studies are now embodied in a course for high school students on "home and family life," and in a course on "marriage and family life" for adult classes.

After her work here, Mrs. Millan was eager to try group techniques in the Philippines in order to increase teacher participation and initiative in planning. When her proposal for a workshop was finally approved, she writes, "For the first time in fifty years provincial supervisors from all over the country came to know each other and to discuss together their common problems. The results were very satisfying as reflected in the remarks made by the workshopers themselves."

Social Workers and Psychologists

Grantees from seven countries came for training in social work: Holland, four; France, three; and one each from Finland, Japan,

Norway, the Philippines, Sweden. Several psychologists are in a closely related field—guidance and personnel.

Marguerite Réau, France, industrial social worker.—During the war Miss Réau organized centers for refugees and war sufferers, and after the armistice helped rebuild social welfare agencies in the ruins of Caen and was sent to London by the French Government to help with the British project for rehabilitation visits of French children. On the grant she studied at the University of Chicago School of Social Service Administration. She returned to teach advanced students in the pioneer school for training social workers in Paris.

Miss Réau is convinced that American social work methods cannot be transplanted to France, but can stimulate new ideas adapted to the French social pattern.

Miss Réau was invited by the British Ministry of Foreign Affairs to lecture in an international course in social studies in the British Zone of Germany, and felt that what she told of her work in Chicago “opened wide horizons to many people.” She was co-worker in preparing a survey requested by the World Health Organization and the Rockefeller Foundation on the work of social and medical-social workers in France.

Miss Réau has recently shifted to social work in a large factory, where she deals with problems of 1,100 employees.

Elina Rautanen, Finland, executive director of the Finnish Save-the-Children Association.—Miss Rautanen writes that her study in the United States—

changed my whole professional outlook. . . . It has had a very definite influence upon my work and my life and also, indirectly, I hope, on the child welfare work in Finland and even in some other countries. . . . I have been trying to introduce modern methods of social work both in my own country and in certain other countries.

She was appointed to her post in the Save-the-Children Association after studying social work as an AAUW grantee at Western Reserve University. The organization operates for all of Finland with a program of research and practical child welfare work, including the placement of children for adoption and foster home care.

Since her return from the States, Miss Rautanen has studied child welfare problems in Switzerland, Denmark, Norway, Austria, Italy, France, and the United Kingdom, and in Yugoslavia as a U.N. child welfare expert. She received a U.N. exchange fellowship for the study trip to Switzerland. She has published numerous articles on child welfare problems.

Solveig Seim, *Norway*, chief psychologist of the Institute of Occupational Psychology for the counties of Bergen and Hordaland.—Mrs. Seim has continual opportunities to put in practice new ideas in counseling learned in the United States, in dealing with the Institute's clients. They are referred to the Institute by high schools and higher institutions, elementary schools, industry, rehabilitation centers, psychiatrists, etc. Under a grant of the National Science Research Foundation, Mrs. Seim is doing a follow-up on a "personal development" study of about a hundred children who were tested at age twelve in 1939 with intelligence tests and the Rorschach project technique. She also gives lectures in psychology at the University of Bergen, and to nurses in the university clinic. She was the Norwegian delegate in 1952 to a seminar in London sponsored by the International Children's Center, on children deprived of normal family life.

Magna Norgaard, *Denmark*, assistant director, Maternity Aid center of Copenhagen.—When Miss Norgaard came to the United States she had had ten years' experience in the Copenhagen Maternity Aid Center. These centers, set up throughout Denmark, give help to married and unmarried women with personal, economic, or emotional problems in connection with pregnancy. Miss Norgaard, trained both in law and in social work, came to study American social work methods. She was the first Danish social worker in the maternity-aid field to study casework principles and methods. After study at the New York School for Social Work, with field trips to observe different types of agencies, she returned to Denmark to find great interest in what she had learned. With a psychiatrist she organized courses on casework for social workers in the Center, which proved "of great importance" and casework methods and principles were developed in practise. "We have felt that [American] casework methods should not be carried over directly to our country," she comments, "where the background of social legislation, social work, and psychiatric schools is rather different. But there is no doubt that we need further help and stimulus from countries where casework is better developed."

At the time of her grant, the responsibility of the Maternity Aid Centers for adoption and child placement had been increased and in New York Miss Norgaard worked with an agency that had pioneered in improving adoption methods. The ideas she took back were shared at a conference of maternity welfare workers for all Denmark. She also gave a paper on social work in general in America.

Miss Norgaard's experience has been further shared through participation in two U.N. seminars on casework, and she contributed the article for Denmark in a book on *New Trends in European Social Work—The Impact of Casework*.

Some Other Occupations

The list of other occupations, not included in the groups already named, is a long one, including such diverse fields as library science, oriental art, engineering, dairying, journalism, rural sociology—to name only a few. To illustrate:

Toshiko Kabashima, *Japan*, staff reporter of Kyodo News Service, Tokyo.—Miss Kabashima returned to Japan with a master's degree in sociology from the University of Michigan, and immediately became a cub reporter. It was something of a feat for a woman to get a reporting job in Japan, still more to have an assignment other than the woman's page. She covers any news other than the political and economic. She wrote:

Much of the news covered by the Japanese press today is related to the United States and Americans, especially because of the presence of the American troops in Japan. I make a real effort to understand both Japan's and America's standpoints and to write stories which reflect them both.

A case in point was a report of the Japanese fishermen who suffered from H-bomb ash at the time of the Bikini experiment. Miss Kabashima got first-hand information to correct an erroneous news story.

Miss Kabashima has been something of a trail-blazer, for since she joined the staff of Kyodo News Service, three other women reporters have been hired.

Nicole Jacquot, *France*, secretary, French Energy Committee.—Miss Jacquot has served in various governmental offices concerned with production in France, since studying business administration at Indiana University. She was secretary of the Productivity Committee, which was responsible for the government's program for improvement of productivity. This work brought her in close contact with the Economic Cooperation Administration and the American Embassy, and her American experience was useful in organizing trips for French productivity teams. She also did work for the preparation of the Monnet Plan and for the Schuman Plan. She is secretary to the French Energy Committee, which makes the investment plan for the "energy industries," now nationalized, and develops long-time planning.

Marie Burger, *Czechoslovakia*, research associate, Wisconsin Alumni Research Foundation, Madison, Wisconsin.—When the Iron Curtain shut off Czechoslovakia from the Western world, Marie Burger was studying at Montana State College as an AAUW grantee. She had come in 1948 on recommendation of the Czech Federation, to study dairying. Czechoslovakia badly needed more milk production and she planned to teach scientific dairy methods on her return. At Montana State she earned the B.Sc., and received an extension which allowed her to acquire the M.Sc., with research on factors involved in production of cottage cheese. She also made forty-seven speeches to AAUW members, who opened their homes and hearts to her.

But by this time it was unsafe to return to Czechoslovakia. Staying on as a DP, she worked in a local creamery to earn money for further study, received the Ph.D. from the University of Wisconsin, and now is on the staff of the Wisconsin Alumni Research Foundation at the university. She is responsible for research and tests in chemistry and microbiology, with occasional work in dairying, bacteriology, and biology. At last report she was responsible for a two-year research project on frozen foods and was working many week ends and evenings to keep the project going.

The director of her graduate work at Montana State had written: "She is making good use of the grants and will repay America for the aid given her." The repayment, in terms of useful scientific work, is well under way.

International Understanding

THE TWOFOLD OBJECTIVE OF THE AAUW PROGRAM of international grants has been to help individual women to use their abilities more effectively and to build international understanding. Over and beyond study and professional training, the program has provided a two-way cultural exchange, as the grant-holders have observed America first-hand, and in turn interpreted their own countries to those they met here.

The understanding that comes with first-hand contact begins early in the visitor's stay. "I am writing to my sister," said a French scientist two weeks after her arrival in the United States. "I must tell her American women are not as we thought. It seems you have wrinkles!—We had seen you only in the movies." She went on to express her surprise that "even in very nice homes the mistress does the housework herself. I used to think every American household had six servants."

This bit of enlightenment summarizes a whole chapter in the story of the AAUW grants. Through their stay here as guests of the Association, many women from other countries have learned the difference between the America of glamour as they have seen it on the screen, and the America of reality. They have learned that we have wrinkles and that we have problems—and they like us better for it.

Impressions of the USA

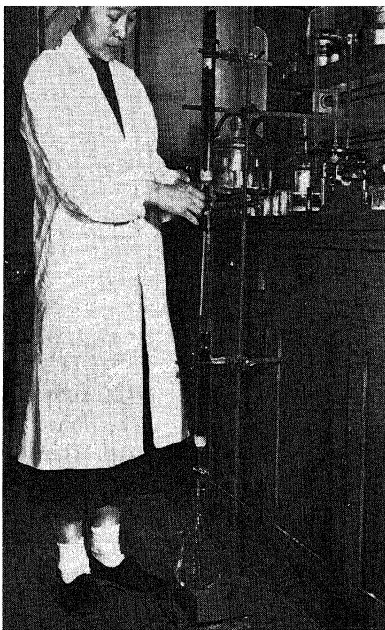
The great asset of the Association in helping its foreign guests to know America has been the hospitality offered by branches and by individual members. Of course, the AAUW visitors have the same opportunities as other foreign students to learn about the country and its ways from fellow students and teachers, or from co-workers in laboratories, hospitals, and museums; but the fact that they are here as guests of the American Association of University Women gives the grant-holders special advantages. One grantee declared, "I have learned more through knowing American university women in their homes than from any college class."

This entrée to homes through AAUW hospitality is given special mention in a government survey of one group of foreign students who had studied in the United States. The recipients of government travel grants who also received AAUW aid, the report states: were particularly fortunate in the opportunities they had for getting to know a wide range of American families, and all these had high praise for the AAUW women and their hospitality, and spoke glowingly of how much the experiences meant to them. One such grantee recalled that "Almost every week one or another AAUW would invite her to her home." Another reports that at Christmas time she had more than twelve invitations to visit with American families.¹

In the government exchange programs, one problem has been the difficulty of bringing the officially sponsored visitors into first-hand contact with American home life. An AAUW grantee from Denmark said on her arrival here, "My husband came to the United States on a government program. He was never in an American home. But the Danish university women who had been here on AAUW grants told me that for me it would be quite otherwise."

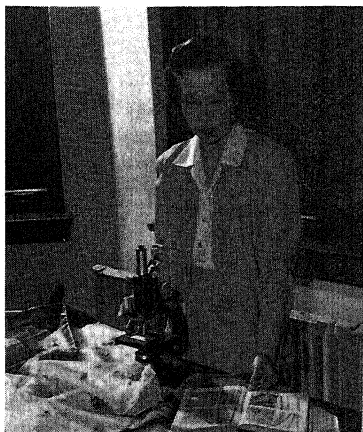
The "otherwise," in a typical case, is evident when the grant-holder reaches her place of study and finds a branch member ready to greet her. From that time, the circles of acquaintance widen rapidly. The visitor is invited to homes, to the AAUW branch meeting, and often to speak before other groups, such as the PTA or church groups with which members are connected. In the spring, grantees are guests at AAUW state and regional meetings, and there they see how the organization functions on a more-than-local basis, and observe something of the range of interests and activities of the college-educated American woman.

¹ *The Thai Student Exchange, A Research Report* prepared by International Educational Research Associates, Inc., New York City, for the International Educational Exchange Service, U.S. Department of State. 1955.



Miss Kimiko Anno, Japan, in her laboratory in Ochanomizu University, Tokyo

Mrs. Natividad L. Ampil, Philippines, home economics teacher specializing in textiles



Dr. Kithianda T. Ganapathy, India, in the pediatric ward of an American hospital

Miss Tasniya Isarasena, Thailand, teacher of English, arriving in San Francisco



The Association tries to make sure that the AAUW grant-holder will not form her opinion of the United States solely from the spot where she happens to work. The cash stipend is designed to leave a margin for travel, and the grantees save and stretch their funds to the limit in order to "see America." Many have made coast-to-coast trips by bus. ("The seeinest way of travel is by bus," says a German student.) One grant-holder, determined to see as much as possible on her limited funds, bought a used car, learned to drive, and set out the day after she got her license, crossing the country alone from California to New York with various side trips, and sleeping in the car all the way!

The Headquarters office does not recommend quite such stringent economy and independence, but it does encourage travel and helps to make these trips fruitful for the grant-holder. When possible, arrangements are made for the grantee to speak at AAUW branch meetings *en route*; introductions are given; and AAUW members often personally conduct the visitor and help her to see the things that interest her particularly.

A German grantee ended the year with a coast-to-coast bus trip, stopping off to visit several branches on the way. She reported: Everywhere the AAUW members entertained me, took me sight-seeing, gave parties so that I was able to meet many people. I had an opportunity to give a short talk at a meeting and I had interviews for the papers. The year of study was maybe the most important factor, but I feel that my round trip not only widened my horizon, but gave me an idea of how the American people live. I saw how they try to make the best use of life, how they help each other, and I got to know their worries and hardships. Really, I cannot express properly what this year has meant to me.

And an Indian doctor, bidding good-by to the States, wrote: The words of our great poet, Tagore, come back to me to express exactly how I feel about the AAUW.—

You have made me known to friends whom I knew not,
You have given me seats in homes, not my own,
You have brought the distant near and made a
brother of the stranger.

In all of these contacts, there is a two-way exchange. The grant-holders are not only learning, they are giving as well. When they address AAUW groups, they speak about their countries, and particularly about education and the role of women. They are often shocked to find how little Americans know about their native lands, and they make an earnest effort to bridge the gap. They bring information not only in formal speeches but in informal discussions that often run to the wee small hours, with the hostess' husband an interested participant.

Many comments come from the branches on the values of this exchange. A Siamese grantee, in a trip through one state, spoke to approximately 1,400 AAUW members. A chairman reported: "Her analysis of basic cultural differences between Asiatic and European-American peoples is keenly developed and wholesome for us to hear." There are many such instances.

Diverse Views

What impressions have been gleaned through the grant-holders' opportunities to know America? The answer is hard to come by. No one wants to ask our foreign visitors the crude question, "What do you think of America?" Yet what they think is important, for the AAUW program and for all who are seeking to discover what contributes to better understanding between nations.

In trying to set down here the picture (or pictures; there is no single one) of America as seen through the eyes of the AAUW visitors, the answers given in questionnaires have been supplemented with material from letters to the Headquarters office and reports made by the grantees during and after their period of study. Allowance must be made, of course, for the influence of courtesy and gratitude, which may inhibit complete candor. The warmth of the relationship between the Association and the grant-holder no doubt softens adverse criticism. Probably the unsolicited comments in letters and in the year-later reports give the best clue to the visitors' reactions.

The impressions of America, as gleaned from these sources, are as varied as the grantees themselves—as varied as the countries they come from, their own personalities, their ages, backgrounds, and experiences in this country. Or perhaps as varied as the opinions of any comparable number of American university women who might try to describe their country and their fellow-Americans.

Impressions vary, too, with the grant-holders' enthusiasm and ingenuity in trying to know the "real America." A Finnish psychologist said:

It is not enough to study the political organization of a nation, the social order, the school system . . . instead one must come to know the people, learn what their actual daily life is, learn to laugh at what amuses them, try their banana splits and hot fudge sundaes, cheer with them at their football games and share their gloom when an Army team marches over them, eat Wheaties and Puffed Rice at breakfast and complicated salads at lunch. These are some of the mysteries into which my American friends are trying to initiate me.

Several of the grant-holders have taken vacation jobs in order to have more contact with Americans. A student from Denmark reported at the end of the first semester that she had visited at least twenty-five private homes "as guest or baby-sitter."

Besides changing impressions and new insights, there are actual misconceptions to be cleared up. These women are sufficiently sophisticated and mature to discount propaganda; yet, as one of them said, "What you reject at the front door may creep in at the back." An Austrian grantee explained:

For the first time I am in a foreign country of which we have been told the worst things for years and years. I had many wrong ideas about the USA, as I think most Europeans have. Not that I believed to find here nobody but smugglers, kidnappers, and gangsters, but I thought that your thinking of what makes life worth being lived would be very much different from ours. It is very interesting to me that people are almost alike here and in Europe if you only subtract the costumes and habits.

The ease of life in the United States is a preconception that first-hand observation soon dispels. "Hard-working Americans" is a phrase the grantees use over and over again, and usually with surprise. On the whole, the term "hard-working" seems to be applied with approval. Some grantees protest against the speed and tension of American life, but there are more who think their fellow countrymen (and women) might learn something from our efficient use of time. A French scientist comments: "I can't say that the speed has in any way inconvenienced me. On the contrary, it is very sound to see what things can be like if pushed with energy."

Some of the Thai and Philippine teachers, especially, noted the way American students work their way through college and are not above taking manual jobs. A Philippine educator remarks: "Another thing we appreciate and enjoy is the attitude of Americans toward manual labor. A very nice bit of information I have transmitted is the helpfulness of the American husband in the household chores."

The hard work that goes into raising the funds for AAUW grants makes a deep impression, and it is clear that the grants are more highly prized as the recipients visit branches and come to realize that their stipends are not drawn from some big fund but are raised by women of modest means, whose sacrifice in time and money makes the program possible.

The teamwork among colleagues, particularly in laboratories, clinics, and hospitals, comes in for comment. So does the pioneering, optimistic spirit and zest of workers. One European scientist

writes: "The range of possibilities and the flexibility of the team workers when difficulties arose, was astonishing to one who comes from a country where changes, improvisations and innovations are not easily accomplished. I never heard 'This cannot be done' in America."

Our material well-being makes a marked impression, but it is sometimes viewed with reservations. A few observe that in spite of our general high standard there are many who live miserably. A French visitor thinks that "People in the United States are not as happy as you imagine, with the standard of living. . . . Many don't know how to use leisure." Another from India philosophizes: "The more a person gets the more he wants." A Dutch scientist protests, "The technical facilities seem to result only in squeezing ever more out of a person!"

Several consider us too materialistic. On the other hand, some were agreeably surprised at the cultural and intellectual level they found here.

There is surprise, too, at the part played by religion and the church in American life. The strong family ties observed are evidently unexpected, and several grant-holders take pains to tell those at home that they met few divorced persons and that most of their American friends were happily married, and seemed likely to remain so.

Opinions about the status of American women give a suggestion, at least, of a geographical pattern: more Europeans find women's position in this country disappointing; more from the Orient are impressed by the civic activities and the freedom of American women. But comments on this point are not numerous enough for significant comparisons.

A good many mention race relations in the United States. To some the discrimination against Negroes comes as a shock; others see that the problem is not as simple as they had supposed.

Agreement: Americans Are Friendly

All in all, it is futile to try to construct a single composite picture of "What AAUW international grantees think of America." Their judgments are not unanimous on any point; for every opinion expressed, someone else expresses the opposite. One thinks we are puritanical and conventional; another sees moral laxness. One admires our emphasis on the worth of the individual; another sees standardization and decline of personality. One considers us democratic; another finds unfortunate social distinctions on the campus.

One thinks our grandparents are neglected; another admires the independence and continued usefulness of old people.

But though there is diversity on almost every other aspect of American life, there is one point on which the grant-holders are overwhelmingly and enthusiastically in agreement: the friendliness and helpfulness of the American people.

"A spirit of friendliness surrounded me everywhere in the USA," says a Finnish teacher.

A Mexican student remarks on "the efforts made by a number of societies, religious and otherwise, to make life pleasant for foreigners."

An Italian writes:

I consider the United States like my second country, in my heart and in my mind. I made there lots of friends, whom I love. But I think I love all the American people because everybody was so nice to me. . . . Though there is the ocean between, I feel very near in spirit to the United States and the American people.

Small gestures of friendliness from strangers are long remembered. A Philippine grant-holder finds that her hearers at home are always impressed by the "serviceableness" of Americans when she tells how a woman on crutches helped her to find the YWCA on her arrival in New York at night, or how an elderly woman she met on a train sent her a muffler and mittens she had knitted. "Imagine, we thought Americans too businesslike to help!" is the response she reports.

Reports to the People at Home

What happens when the international grant-holders return and talk about their impressions of America? Do their experiences have any effect on the thinking of their compatriots? Are any minds changed?

Typically (if anything may be called "typical" in this varied group), the grantee on her return gives several talks,—to her organization of university women and perhaps to other women's groups, to students or youth groups, and to professional colleagues. Sometimes there are films to show, and groups of friends are invited to see them.

However, it is in day-to-day contacts, long after the occasion for special talks is past, that the grant-holders' experiences probably make the deepest impression on others. A Mexican teacher writes, "I am constantly being asked by my students, questions relating to different aspects of American life and culture." A

grantee from Luxembourg describes her opportunities to spread understanding of this country:

I travel continually, and unofficially I am always explaining America. I have talked about America to Italian peasant families in Northern Italy, to Italian intellectuals, to German acquaintances, to Belgian doctors, to French, South American, Greek, and Persian friends (hot discussions in the sidewalk cafés in Montparnasse), in Switzerland to a group of German, Swiss, Austrian, and Danish doctors.

A teacher in England says:

I am, of course, far too prone to say in conversation, "When I was in the States—" but I do my best to correct misconceptions about Americans and American life. I find the main culprits to be not the ordinary people who have not been to America, but rather the professional people who return from brief visits determined to shine as witty commentators on life in the New World. My main task in discussion, both public and private, has been to stress the soundness I discovered in the best American educational ideas and practices, the normality I noted in the tempo of activity and the temperament of individuals, the fundamental reasons I was shown for the political and social problems most liable to misinterpretation. I am hoping that in pointing out geographical and historical factors in your social and educational development, I am helping to shape a more understanding body of public opinion.

A Greek civil engineer: "Occasions to talk of the United States and Americans are presented every day. I do the explaining heartily, and my listeners heartily hear me."

A Thai doctor: "During my travel in Europe and in my country, nearly everyone I met asked about my work and life in the States. I gave them details of my successful and profitable years. . . . The accounts of my experiences seem to impress my friends, especially those of the same profession."

Are their listeners influenced by what the returned grantees say? Over a hundred of those who returned the questionnaire (about half) think so. More than a third did not undertake to say whether any opinions were changed, and a dozen thought they had had no influence at all.

On the whole, these women hesitate to claim influence on others. One says wryly: "It is very difficult to change other people's attitudes by means of your own experience. It did not have any more influence than had my account of our experiences in Europe, on American listeners. One has to see for oneself."

Of the many who were confident that their first-hand picture of the United States and the American people did influence their hearers, these are a few examples:

A German psychologist: "People told me or wrote to me, that they had started thinking about what had been their ideas about

the U.S. They started reading objective studies on the U.S. or seeing documentary movies."

An Indian scientist: "Another impression people have is that Americans are rich . . . and when I tell them how much work an American woman does with her own hand they are disillusioned."

A French psychologist: "I think the accounts of my experience have modified the viewpoint of many of my relatives and friends; very many had wrong ideas of the American family life which they pictured too much through Hollywood movies; I was able to demonstrate to them the intensity of the intellectual life, the activities of disinterested associations, the importance of religious factors in the American life, the general kindness which a foreigner encounters, especially when he is able to leave the large cities."

A Siamese teacher: "Yes, especially those young girls who know America through the American films. They thought it is the real American life."

A Danish writer: "Yes, by giving the *why*, your background, and by breaking a superficial judgment of the American standard of life in giving descriptions of individual Americans, their hopes, fights, ideals—their unlimited hospitality and striking generosity—and by giving the American fight for national unity and integrity, also from a cultural point of view, historical and international perspective."

A German doctor: "I was able to give the impression that in basic problems the people here and there feel in the same way."

A few, answering the questionnaire in 1954 or 1955, are concerned over a growing antipathy against Americans. A Dutch grantee, writing after her return, speaks of Communist influence among students in her home university and the cleverness of their implications without proof, and goes on to say:

The explanation of the United States has to be given countless times. Someone who labels the American a "capitalist" because he drives a Cadillac will get the shock of his life when he learns that this "capitalist" washes the dishes every night with his twelve-year-old son and mows the lawn every Saturday afternoon.

An Italian, too, sees leftist influence: "Everybody, more or less, is badly impressed by the situation of the Negroes in the USA and the leftists take such a question as the main point in their anti-American campaign. (Anti-American means against the government, of course, they say, not against the American people.)"

A Thai teacher seeks to counteract "the misbelief that the American people help us because of territorial and economic ambitions."

A Danish psychologist believes that sharing with others her impressions of American friendliness and hospitality is more important than might at first appear:

I have a feeling that an account of the good will and friendliness of the groups of Americans which I have met, has lessened the budding (and flowering) antipathy against the American people in my listeners and also made them more hopeful in regard to the present very difficult world situation.

The Philippine grantees, it would seem, are not troubled by anti-American feeling. A friendly attitude on the part of their people toward the United States is taken for granted. The Philippine grant-holders do, however, think it necessary to remind their hearers that all is not ease and glamour in America, and they like to hold up to their students the example of American college students who are willing to do any kind of work—not just “white collar” jobs—to earn their way through school.

Of all the grantees, some of those from former enemy countries have shown the deepest concern to foster understanding of this country.

One Japanese teacher, a leader in adult education for women, reported “sixty-seven speeches since my return”—a period of about eighteen months. She writes:

My stay in America enabled me to offer these women many and vivid examples to show how democracy works in human society. Communist infiltration on this island is quite obvious. To our regret at the present stage our economical and political confusion is giving a very good chance for Communist aggression. Therefore it is urgent for us who can see things to educate our citizens.

Another educator in Japan, returning to heavy teaching responsibilities, used her vacations for speaking tours—

I talked to masses of men and women on how to build the way of democratic life in Japan. My visit to rural places in the States, such as Kentucky, Utah, Nevada, Kansas, inspired me to visit our farming areas, mining towns, and fishing villages. Making contact and sharing experience with these masses of my people are very important.

In addition to these trips, she has contributed newspaper and magazine articles, and while in the United States prepared a series of interviews with leading American women to be broadcast by radio in Japan.

A German grantee, too, sees her reports of her American experience as a contribution to the growth of democracy:

Even though the high standard of living is always of interest it is not done with explaining that “the cleaning woman usually owns a car.” I always stressed what the average American family is concerned about . . . all those important activities the normal citizen makes to

his own community (school, church, party, etc.). To show how that works and can be successful at least will make some listeners to think it over, because in Germany through the events of the last years the interest of the citizen in public and semi-public affairs has become very low. To increase it is of vital importance because it is here where the battle for democracy starts to be successful.

All through these comments one sees the advantage of the Association's policy of choosing as its grantees mature women, who take back reasoned judgment as to America's strengths and weaknesses. Their very recognition of our faults makes their arguments more convincing when they meet ill-founded criticism. The responsible positions they hold give weight to their opinions. And since they came to the United States primarily for professional training and arrangements made for them were directed to that end, it is difficult for their hearers to brush aside their views as "American propaganda."

But it is not only the balanced, objective view of America that the international grantees pass on to their countrymen. A scientist answered the AAUW questionnaire briefly, in a most matter-of-fact way. Then at the end, reporting the reaction of some of her hearers at home to what she had to say about this country, she concluded: "Perhaps they can say a little about how I talk about America—*with love*."

That is a good—and valid—note on which to close this account. A leaflet published by the Association says: "Friendship cannot be bought, it cannot be commandeered; it can only be cultivated." And that, it is clear, the AAUW international grants program has done.

HOW THE FUNDS WERE RAISED

When I realized that the check of \$1,500 was made up of single dollar notes, I was deeply moved and touched. I had not realized before that that gift comes from the minds and hearts of those to whom a dollar means something. Your fellowship donation is your free-will gift to participate—not just something done in a committee meeting. It is really part of the people's thinking that has created these fellowships.

A FOREIGN FELLOW

Funds for fellowships of the American Association of University Women have come almost entirely from women of modest means—the members of the Association. In 1890 the first fellowship of \$500 was secured by the Fellowship Committee through individual solicitation. Since then, as the Association has grown, the fund-raising program has been organized through chairmen in the forty-eight states and more than 1,360 local branches. Support has been nationwide. The Million Dollar Fellowship Fund, an ambitious project launched in 1927, was oversubscribed: the Association's fellowship endowments currently total more than \$1,688,000. Annual contributions have increased each year; in 1955-56 some \$250,600 was raised for the fellowship program. Since the first fellowship, more than \$2,000,000 has been given in stipends.

The Early Years

THE READER WHO HAS FOLLOWED THIS STORY of fellowships and international grants must have asked long before now, "But where did the money come from?" For 1,121 awards—the number given by the AAUW from 1890 through 1956—run into considerable sums. Records before 1927 are not complete, but in the thirty-year period, 1927 through 1956, the American Association of University Women has given more than \$2,000,000 in fellowships and international grants. Meanwhile it has acquired endowment funds that total \$1,688,000.

The story of how the money to support such a program was raised is not only impressive as a chapter in the history of the Association; it is significant in the annals of American women as a story of practical idealism and organizational achievement.

The Common Thread

A Norwegian student who traveled by bus from Boston to the West Coast after World War II returned to the AAUW Headquarters with this question: "You in America are so different. *What is it that holds you together?*"

If that same question were asked about the local branches of the American Association of University Women, the answer might well be—fellowships. Interests of the Association's local groups are varied; they range from higher education to money management,

from creative writing to the psychology of the preschool child, from the United Nations to the next school bond issue; but throughout the Association there is general devotion to the fellowship program.

Fellowships is a topic that runs like a single thread through all the branch reports; every state meeting rejoices over contributions made and expresses pride in outstanding achievement; and traditionally at national conventions the fellowship meeting is a high point of the program.

Often members say, "I think the fellowship program is the chief reason for the AAUW's existence." Their allegiance is expressed in a thousand practical ways: in some branches through money gifts or appropriations from the treasury; in others through every conceivable kind of activity that may be counted on to swell the funds. A current bulletin for branches lists ninety-two different kinds of successful money-raising projects that have been reported, not to mention minor variations of tested stand-bys. The list includes theater benefits and garden tours, Gilbert and Sullivan operas and book sales, hobby shows and talent sales (the latter ranging from portrait painting to dog washing), bazaars and luncheons and dinners, canasta and bridge and folk dancing, and so on and on.

What strikes the observer—particularly the visitor from a foreign country—is the fact that AAUW fellowship funds have been built up, not by a few wealthy contributors, but by the continued efforts of thousands of busy women of modest means, who give not only money but their most precious commodity—time—for the success of the program.

From Appeals to Dues

This general shared responsibility for financing the program has been a matter of slow growth through the years since the Association's first fellowship was offered in 1890. The raising of the first stipend was a hat-passing operation. After the Association had voted in 1888 to undertake the European Fellowship, it was left to the Fellowship Committee to raise the necessary amount. Appeals to the membership from the committee appeared regularly—appeals both eloquent and realistic. The first such request recognized that "even one dollar a year is too great a tax on some of our hard-working teachers," and suggested that "subscriptions of a larger amount will be gladly received from those in a position to make them."

The response was sufficient to launch the fellowship movement with one \$500 award for 1890–91, and two for 1891–92.

At first the plan seems to have been to offer a fellowship if and when sufficient funds had been secured. But enthusiasm evidently outran caution, and announcements were sometimes made on the strength of hope. Deficits were made up somehow by personal contributions of officers or committee, or by last-minute fund-raising efforts. One chairman personally guaranteed an inadequate stipend in order that the fellowship might be offered. And during fifteen years when Mrs. Bessie Bradwell Helmer served as chairman of the committee, there was a recurring item in the fellowship report: "Printing and stationery donated by Jas. B. Bradwell."

In 1897 the committee reported "a deficit larger than ever before," and it was evident that the hand-to-mouth method of raising fellowship stipends was too uncertain. Branch officers were asked to give "mature and serious deliberation" to the question of how the needed funds should be obtained. They replied with opinions vigorous but various, ranging from "I believe the Fellowship Committee should not be asked to beg money any longer. . ." to "While it is arduous for the Fellowship Committee to raise the funds to defray its own obligations, it does not appear at present there is any other thing for them to do, if there are to be Fellowships."

Nevertheless, the 1897 annual meeting decided that membership dues of \$1.00 annually should be levied, and the fellowship stipend taken from the treasury.

By 1921 the annual dues had been increased to \$2.00, and 25 cents from each membership fee was assigned to fellowships. These "25 centses" constituted the backbone of the fellowship program for more than twenty years, supplying stipends and also covering the expenses of the Fellowship Committee.¹

Memorial Endowments

Very early, another source of funds, the memorial endowments, augmented the Association's fellowship offerings.

In 1902 the Association lost one of its most able and beloved leaders—Alice Freeman Palmer. It was Mrs. Palmer who had made the original motion which led to the organization of the Association on January 14, 1882; she had served as president and in numerous other capacities. Her inspiration and unifying influ-

¹ The assignment of 25 cents from dues to fellowships was discontinued in 1945.

ence had been felt throughout the Association. Marion Talbot wrote of her:

The work which most claimed her interest was that of securing fellowships for women. At a time when many still questioned the practicability of collegiate education for women, when regular courses for the higher degrees were in general not accessible to women, and few fellowships were open to them, she acted on a suggestion made by one of the members, that the Association should undertake the establishment of fellowships. From that time, with ardor tempered by discrimination, she labored to open to women new approaches to advanced scholarship. Her successor as Chairman of the Fellowship Committee says, "During all the years of the work, in the midst of discouragement and trials, she was fertile in resource, quick to respond, most helpful with suggestions; while in the arousing of public interest and in the securing of funds, she rendered valuable aid."

Members of the Association raised a fellowship endowment as a fitting memorial to Mr. Palmer.

Two memorial fellowships, contributed by friends and former pupils in honor of two influential women who had had well known schools in New York City, were given to the Association for administration and award. The Anna C. Brackett Fellowship was first awarded in 1913, the Julia C. G. Piatt Fellowship in 1918.

Another memorial fellowship fund was established to honor Rose Sidgwick, a member of the British Educational Mission to the United States in 1918. (See Chapter 7.)

These four memorial endowments presented problems, because none of them was large enough to support the desired stipend. The Association sometimes provided a supplement to make up the award; later the Palmer and Sidgwick endowments were increased from AAUW funds, and income on the Brackett and Piatt endowments was combined for a joint award.

The most substantial endowment to come in the early years from an outside source was the Sarah Berliner Fellowship, established by the inventor, Emile Berliner, in memory of his mother, to express his appreciation of the splendid up-bringing she had given him under difficult circumstances. It was due to the efforts of the distinguished scientist who was the first chairman of the Committee on Fellowships, Mrs. Christine Ladd Franklin, that Mr. Berliner established this memorial, and for some years it was awarded by a small committee under her chairmanship. In 1919 the AAUW committee was asked to make the award. The principal of the fund, which was turned over to the Association in 1928, was later increased by Mr. Berliner's widow, in order that this memorial fellowship might be completely self-supporting. All of the Berliner awards are included in the AAUW fellowship figures given here.



The Awards Committee studies applications, 1952. Seated, Dr. Margaret Gilman; Dr. Ruth Wallerstein; Dr. Elizabeth Adams; Dr. Marion Lawrence; Dr. Margaret Elliott Tracy, chairman; Dr. Dorothy W. Weeks, consultant; Dr. Evalyn A. Clark. Standing, Mrs. Frances G. Strauss, staff member; Dr. Elizabeth Lee Vincent; Miss Mary H. Smith, administrative associate



Signing of the Fellowship Trust Agreement, 1953, marking the culmination of the Million Dollar Fellowship Fund. Seated, President Susan B. Riley. Standing, the four newly appointed Trustees: Mrs. Dorothy Atkinson Rood, Dr. Meta Glass, Mrs. Katharine E. White, Mrs. Frances B. Concordia

Cooperation with Other Groups

While raising its own funds and administering memorial fellowships, the Association welcomed other possibilities of extending the number of graduate fellowships for women. In the Nineties the Fellowship Committee cooperated in making awards of several fellowships, including one given by the Women's Educational Association of Boston, and another by Mrs. Phoebe Hearst. For three years the AAUW contributed to a joint fellowship with the College Settlements Association—an award offered to encourage women in a pioneer field. None of these, however, was actually given or awarded by the Association.

For some years the Boston Branch, aided by alumnae of a number of eastern colleges, offered a graduate fellowship to stimulate scholarship among women, with the AAUW committee making the award.

As the committee's high standards of selection became known, it was called on to make awards for a number of other groups,—for Gamma Phi Beta, Phi Mu, Alpha Xi Delta, Alpha Omicron Pi, and Pan Hellenic, and for a fellowship raised by Vassar friends in memory of Mary Pemberton Nourse. (See Appendix VIII.)

Need Outdistances Awards

By the 1920s, with support from dues, memorial fellowships, and awards for other groups, the proportions of the fellowship program had increased considerably. As membership increased, the "25 cents" assigned from dues had made possible three new fellowships—the Latin American, the AAUW International, and the Margaret Maltby—in addition to the European. All AAUW stipends had been increased, the majority to \$1,500, and the income from several memorial endowments was supplemented to provide awards of at least \$1,000.

In 1926, ten fellowships were offered by the AAUW, with stipends totaling \$10,300. Of this, approximately \$5,000 came directly from the Association's treasury.

But though the total in stipends had increased twenty-fold since 1890, the number of well qualified applicants was increasing much more rapidly than the number of fellowships. In 1927, there were 105 applicants for the nine national fellowships, and the committee was becoming more and more concerned over the number of excellent candidates who had to be refused.

A Million Dollars —and More

IN THE TWENTIES, at a time when the AAUW committee was pointing out the urgent need for more fellowships, the International Federation of University Women brought forward a proposal which gave new dimensions to the whole fellowship idea.

The 1924 Conference of the IFUW endorsed a plan calling for a fellowship endowment fund of not less than a million dollars. It was envisioned that this IFUW fund would be raised by the member associations, with, it was hoped, aid from individuals and other organizations. The American Association was in heartfelt sympathy with the plan, but at the time its members were heavily involved in raising money to complete the purchase of the Headquarters building in Washington, and could not take on any additional money-raising tasks.

Organization for the Million Dollar Fund

Three years later, when the 1927 AAUW convention met, the Headquarters building fund had been subscribed, and the American Association voted to undertake a million dollar endowment of its own, to support both national and international fellowships. An advisory committee was formed under the chairmanship of Dean Virginia C. Gildersleeve of Barnard College; and Miss Emma Gunther, on six months' leave from Columbia University, visited

branches to explain the project—the only paid field worker the fellowship program ever had.

Though the fellowship project met with enthusiastic response and contributions began to come in, the Million Dollar Fund remained a vague and distant goal until the Vice-President of the Association, Mrs. Dorothy B. Atkinson (now Mrs. John Rood), was persuaded in 1929 to accept appointment as chairman of the Fellowship Endowment Committee, set up to organize the drive for funds.

The selection was a most fortunate one. Mrs. Atkinson had already had experience in raising AAUW fellowship funds; the Northwest Central Region for several years had been working on a fellowship endowment, and she had been chairman for that project. She combined a capacity for organization and for efficient planning with a rare gift for transmitting enthusiasm and kindling devotion to the fellowship cause.

Mrs. Atkinson was convinced that success of the campaign depended on acquainting all members with the purpose of the fellowship fund. For years the allotment of dues to fellowships had provided automatically for the stipends. New members had come in and new branches had been formed, but there had been no fellowship appeals; no one had had to be persuaded or convinced.

Many branches were much more interested in undergraduate scholarships for girls of their communities who wished to attend college. In 1925 the fellowship chairman estimated that over \$47,000 was being given by branches to undergraduates, as scholarships and loans, while the Association was contributing not more than \$5,000 for its graduate fellowships.

Clearly, the first step was to bring the Million Dollar Fellowship Fund closer to the branches and the members. Mrs. Atkinson drafted a working plan. Following her proposals, the Association divided into "units" to raise the fund. A unit might be a region, a group of states, a single state, or a large branch—any group that felt equal to providing one fellowship endowment as its share of the fund. The usual unit goal was \$40,000, the amount considered necessary to support a \$1,500 annual stipend.

When organization was completed, there were twenty-one units. (Appendix XII.) Six were regions, eight were independent states, four were groups of states, and three were large city branches. All adopted \$40,000 as their ultimate goal except Philadelphia, which set \$11,000 as its endowment figure.

Each unit named its fellowship, and designated it national or international. Thirteen were national and eight international.

To finance the drive, income on the first \$10,000 of each unit fund was applied to expenses, until the endowment would support an award.

The unit organization was singularly successful. It divided a tremendous undertaking into manageable portions; it set up goals that seemed not impossible; and often the naming of the fellowship gave special interest. Another book could be written on the women who were memorialized through the names of these endowments. The list became a roll call of distinguished leaders.

Branch, state, and unit chairmen gave devoted and unflagging service in the movement. Their first responsibility, it was made clear, was to foster understanding of the fellowship program, rather than to press for large contributions. "An educational program rather than a money-raising campaign" was the theme.

Austere Assignment

Mrs. Atkinson visited many branches, always arousing enthusiasm for the fellowship cause. The nine Sectional Directors served as Fellowship Endowment Committee members, and all the officers of the Association spoke enthusiastically for fellowships whenever opportunity offered. But to the unit, state, and branch fellowship chairmen fell the bulk of the task of interpreting the fellowship program to members in terms that would generate enthusiasm to produce a million dollars.

It was no small assignment. A professional money-raiser would doubtless have said it was impossible. For one thing, in the first years of the drive there was no paid staff service whatever to help with promotion. Mrs. Atkinson's husband donated services of his secretary, and an incredibly wide correspondence was carried on from the Atkinson home. In 1934 it was arranged to have the AAUW editor (the present writer) give half time to the fellowship campaign, with part-time secretarial help; assistance from the Headquarters office in the raising of the million dollars never went beyond that modest provision.

Other factors usually counted on in money-raising were absent, because of the nature of the fellowships. There was no appeal to local pride, since awards were given in national competition, with no preference for a local girl or for study at a particular institution. Fellowship holders might pursue any subject, a policy which meant that possible donors with a special interest in world peace or orthopedics, mental health or consumer problems, could not express that concern through a fellowship donation. And since the

fellowships were for advanced scholars, working on subjects usually too technical to be understood by laymen, there could be little "human interest" appeal. As Meta Glass, president of Sweet Briar College, who was also chairman of the Fellowship Funds Committee, put the problem: "I know a half dozen businessmen that I could go to any day and say, 'I have a charming young freshman who needs help,' and they would give at once to help her along. But suppose I said, 'I have a brilliant woman scientist of thirty-five'—you know how much I would get!"

It was an austere program, yet it won consistent, generous, and continuing support of the Association's members. They saw that research fellowships for women could make little appeal to the public generally; they coveted wider opportunities for women in the intellectual life of their country; and they recognized fellowships as their particular and distinctive concern. They agreed with the fellowship chairman of 1892 who said, "Many objects appeal more imperatively to the general public, and it therefore becomes us to hold this effort on the part of our Association to promote high scholarship as our special charge." And they did an extraordinary job.

Year-In, Year-Out Growth

The movement to lay the groundwork of understanding among thousands of members (there were 26,800 in 1927; 125,000 when the million dollar goal was reached) took time. There was talk at first of raising the fund within a few years, but the depression soon dispelled such optimism. Yet the endowments grew steadily. Even in the Thirties, states in the dust bowl area, hit by drought and depression, managed each year to send contributions from every branch.

World War II brought many competing demands, but the very circumstances of the war threw the purpose of the fellowship program into high relief. The chairman of the Endowment Committee wrote:

The feeling seems to be general that this is not a time to relax our fellowship effort. Nowhere but in America is the spirit of free, creative scholarship encouraged now, and we in the AAUW, as university women, must recognize a special obligation to help to preserve the traditions of learning and free inquiry which have given us our cultural heritage.

In the midst of the war one officer reported: "Our members see in fellowships a kind of 'glad normalcy' that expresses their hope for the future."

No quotas were set up, but one goal was constantly stressed: "100 percent branch participation." In 1930, about three-fifths of the 516 branches contributed. By 1937, the coveted goal of "some contribution, large or small, from every branch" was achieved, and this record was repeated for each of four more years. Even when branch participation fell below 100 percent there were never more than a handful of branches missing, and usually the gaps in the list could be traced to delay in reporting, a mislaid check, or a chairman occupied in seeing her children through the measles.

Variations and Complications

The Million Dollar Fellowship Fund campaign was effective and it was enthusiastic, but no one would claim that it was tidy. The committee held to basic policies, but it never insisted on neat blueprints if some legitimate way appeared to increase the number of fellowships or the interest of the local groups.

In order that new fellowships might be offered as soon as possible, income on uncompleted unit endowments, over and above the first \$10,000, was pooled for immediate stipend awards. Beginning in 1934, twenty-three of these "Crusade Fellowships" were awarded, thirteen national and ten international.

Some units, eager to see their fellowships offered, provided stipends while building their endowments. The Southwest Central states gave two such stipends, and the Northwest Central Unit contributed thirteen. A special award of the Connecticut-Rhode Island fellowship, in 1932, was the gift of an anonymous donor.

Even when the \$40,000 endowment goal was reached, that did not mean clear sailing. When the Million Dollar Fellowship Fund was organized, \$40,000 was ample to ensure an annual award of \$1,500, the accepted figure. During the Thirties and early Forties, however, income fell below the needed amount. Each unit, as it was confronted with this situation, chose to supplement the stipend.

More profitable investments were made after the war, but even then the stipend supplements did not disappear. Some units, in view of the rising cost of living, chose to add to income in order to increase their stipends.

These and other complications make the task of the historian (and, doubtless, the reader) more difficult, but through this kind of flexibility the program was adapted to changing conditions, and always the adjustments were in the direction of more or larger or more immediately available fellowships.

Goals Achieved

The units differed considerably in size and membership, ranging from large five-state regions to single branches. Their progress varied accordingly. The first to reach the \$40,000 goal was the South Pacific Unit in 1939. By 1947, twenty years after the ambitious million-dollar project was voted, all but three of the twenty-one units had brought their endowments to \$40,000 or more.

Meanwhile, the Fund had profited from two substantial gifts. Dr. Ida H. Hyde, one of the early fellows, established a \$25,000 international fellowship endowment; and Mary Andersen, a former president of the Wisconsin State Division, expressed her confidence in AAUW's fellowship policies by leaving a \$40,000 bequest. Added to these on the Fund's books were other gifts and some accumulated reserves that were assigned to memorial endowments. One of the memorials established from reserve funds was the Founder's Fellowship, which was set up particularly for the more mature scholar and has carried the highest of the AAUW stipends.

When the biennial convention met in Minneapolis in June 1953, completion of the Million Dollar Fellowship Fund was announced. In a dramatic ceremony, a Trust Agreement was signed, placing all the endowment funds of the Association in a trust fund "to insure in perpetuity the use of its proceeds in advancing the education of women, in widening the fields of learning, and raising the standard of scholarship."¹

So the Million Dollar Fund, undertaken with such brave enthusiasm in 1927 and struggled for so long and earnestly by thousands of members, was attained. The remarkable thing was how little difference the actual completion made, so far as fellowship contributions were concerned. In the process of raising the million dollars, the Association, down to its smallest branch, had become so thoroughly committed to the fellowship idea that "goals" and "completion" were merely incidental in a movement that had come to represent, concretely and dramatically, the idealism of the Association and its deepest purpose.

On-Going Plans

When the first of the units, the South Pacific, announced that it had reached \$40,000, the Fellowship Endowment Committee was

¹ See Appendix XIII.

still very much in the midst of the Million Dollar Fund campaign, and had given no thought to "what next." As it proved, no suggestions were needed. With the final check for the South Pacific endowment came the announcement that California planned to raise a fellowship stipend to be given each year.

Other groups followed suit. It seemed to be taken for granted that as unit endowments were completed, the states would turn to further fellowship undertakings. Contributions were raised for stipends to be awarded immediately and for supplements to the stipends from income on endowments. When international grants became a part of the fellowship money-raising program in the postwar period, groups that had completed their commitments to the Million Dollar Fund responded generously with funds for this new development.

Record of Achievement

In the thirty years since the Million Dollar Fellowship Fund was launched in 1927, more than \$3,700,000 has gone into the fellowship program. (Appendix XIV.) Of this sum, \$2,404,000 represents contributions from AAUW branches, state divisions, and units. Fellowship monies have also been swelled by bequests and special gifts, dues, and endowment income.

Of the contributions raised by AAUW groups, 41 percent has been designated for endowment. The balance has been given for immediately available stipends; and in recent years as a broadening program has increased the cost of operation, a part of the administrative expenses has been financed from this source.

SOURCES OF THE AAUW FELLOWSHIP ENDOWMENT FUND

December 31, 1956

Contributions from AAUW groups.....	\$ 999,000
Individual bequests and gifts, including early memorial funds	378,000
Dues and income on endowment.....	198,000
Net gain on sale of securities.....	113,000
	<hr/>
	\$1,688,000

The Association's invested funds for endowment (including pre-1927 endowments) totaled \$1,688,000 at the end of 1956, with a market value of approximately \$2,100,000.

A breakdown of contributions from AAUW groups, by states, is given in Appendix XVI. The record is incomplete, since not all contributions sent to the Headquarters office were designated by states, but it gives the general picture. The cold figures, however, suggest little of the unremitting work of the fellowship chairmen who have been responsible for these impressive totals.

The Picture Today

The committees that award the AAUW stipends still report more well qualified applicants than funds, and the members have not relaxed their efforts.

There is general interest in adding to the endowment funds. Units that raised the \$40,000 endowments of the Million Dollar Fellowship Fund are now working to increase their capital funds to \$50,000 or more, in order to ensure more adequate stipends. Some groups have taken over responsibility for building up the long-established memorial endowments that are too small to yield the amounts needed for today's stipends.

States, branches, or individuals who wish to see their contributions utilized immediately are earmarking funds for current fellowship stipends or for international grants.

With an eye to flexibility, some funds are sent in without designation, to be assigned as the Fellowship Program Committee may decide. These undesignated funds are proving very useful in maintaining a year-to-year balance in the program.

Bequests and memorial gifts are increasing, in both large and small amounts. In 1956, some \$203,000 was received as the initial payment on a bequest to the Association from the late Shirley Farr, Second Vice-President of the AAUW in the Thirties; and an additional sum will come from this source. Other bequests have come from the estates of Alice I. Bragaw—\$10,000, Penelope McDuffie—\$5,000, Kittie M. Grove—\$5,000, and Elizabeth Fuller Jackson—\$1,000, as well as the Mary Andersen and Ida H. Hyde gifts, mentioned earlier. Increasingly the Endowment Fund is being named as beneficiary as wills are drawn.

Frequently, the memory of a member who has died is honored by gifts from friends to the fellowship program, and this custom is increasing as an appropriate means of memorializing members who held a high regard for the program.

From time to time, fellows who have benefited in the past from AAUW awards have sent individual gifts, in two instances equal to the full amount of the fellowship.

From all these sources, the funds continue to grow and the curve of interest and of contributions is steadily upward.

Appendix

I. Sources of Data

The data on recipients of AAUW awards used in this study have been drawn from two sources: the fellowship office files on all recipients, which include applications, reports, and correspondence; and the questionnaires which were sent to all living recipients of the awards, from 1890 through 1953-54. The questionnaires were sent out in 1954; responses were received in 1954-55.

Initial data from the questionnaires were assembled for the Fellowship Program Committee by Mary F. Jessup, and some of these statistics were used here. Most of the statistical data for the history were prepared by Liesel Goode.

Data were secured on recipients of the three types of awards given by the Association:

(1) National fellowships given to women of the United States for post-graduate work and designed to encourage creative scholarship. (The Achievement Award is a special award which is treated separately in the section on national fellowships.)

(2) International fellowships, also for advanced work with emphasis on creative scholarship, offered to women of other countries. (Two special fellowships for specified countries or areas are described separately in the international fellowship section.)

(3) International grants, which bring women of other countries to the United States for professional training in such fields as their countries' needs may indicate.

National fellowships.—Questionnaire returns from the national fellows were secured as follows:

	Number	%
Questionnaire replies.....	350	81
No reply.....	36	8
Deceased.....	45	11
TOTAL	431	100

Questionnaires were returned by 90 percent of the living fellows who received awards from 1890 through 1953. Four have died since returning the questionnaire.

Since five national fellows each received two awards, the number of awards is slightly higher than the number of fellows. Unless otherwise indicated, figures used in the text are for *persons* rather than *awards*.

In different contexts, different totals have been used, and these are indicated as clearly as possible in the text: the number of national

awards, 436; the number of national fellows, 431; the number of questionnaire respondents, 350. In discussing professional achievements the 1953–54 fellows are excluded, since their careers for the most part had not been launched when the questionnaire was sent out.

The percentage of national fellows represented in the questionnaire returns goes up for each successive period, from 25 percent of the fellows of 1890–1909 to 95 percent of those of 1940–53 (Appendix IV). Half of the awards were given after 1940 and two-thirds of the questionnaire returns came from the fellows of this period; consequently the data derived from the questionnaires represent a high proportion of more recent fellows.

An analysis of the “no replies” among the national fellows indicates no special pattern for the questionnaire recipients who failed to reply. On the basis of information in the Association’s records it does not appear that the less successful were markedly unwilling to answer.

International Fellowships.—Among the international fellows the questionnaire returns were somewhat lower than among the national recipients, as was to be expected in view of the difficulty of maintaining contact with individuals scattered over the world. For 30 Latin American fellows (including the deceased) there are 17 returned questionnaires; for 20 Rose Sidgwick (British) fellows, 15 questionnaires; and for 89 AAUW-IFUW international fellows, 50 questionnaires.

International Grants.—The total number of international grant-holders covered in the study is 300. There were 215 returned questionnaires—72 percent of the total. As with the fellows, the questionnaire returns seem fairly representative. An analysis of the “no replies” does not indicate that it was chiefly the less successful professionally who failed to reply. Other records show that at least 67 of the 85 “no replies” had reported employment since their AAUW studies. There is a difference by countries; among those with more than ten grantees, the percentage of returned questionnaires is highest for Japan and Germany (both 100 percent), the Philippines, Norway, Finland, Italy, Luxembourg, and Denmark, in that order.

The questionnaires were returned in 1954–55, and data from this source are referred to in the present tense in the biographical sketches of the recipients of awards. A few items of later information have been included, but the general cut-off date is 1955. Hence some later appointments, publications, and honors are not mentioned.

II. Recipients of AAUW Awards, 1890–1956

Figures below are given separately for the period covered in the AAUW questionnaire study (column 1) and the subsequent three years (column 2).

NATIONAL	1890–1953	1954–1956	Total 1890–1956
Fellowships.....	431*	96	527
Achievement Award.....	11	3	14
	442	99	541
INTERNATIONAL			
Latin American.....	30	3	33
Rose Sidgwick (British)....	20	1	21
AAUW-IFUW			
International.	89	22	111
	139	26	165
INTERNATIONAL GRANTS	300	115	415
TOTAL	881	240	1,121

* Includes two fellowships given in 1888 and 1889 by the Western Association of Collegiate Alumnae, which joined the Association of Collegiate Alumnae (parent of the AAUW) in 1889.

III. Early Graduate Education in the United States

For the status of graduate education in the United States in the 1870s and 1880s, see:

Toward Improving Ph.D. Programs, by Ernest V. Hollis; American Council on Education, 1945.

Graduate Study in Universities and Colleges of the United States, by Walton C. John; U. S. Office of Education, Bulletin No. 20, 1934.

Statistics of Higher Education: Faculty, Students, and Degrees, 1951–52, Chapter 4, Section 1, Biennial Survey of Education in the United States, 1950–52, U. S. Office of Education.

IV. National Fellows—Questionnaire Returns by Decades

(431 fellows, 1890–1953)

Period	Total No. of Fellows	Questionnaire Returns		No Reply		Deceased at Time of Questionnaire	
		Number	Percent	Number	Percent	Number	Percent
Before 1900	24	6	25	1	4	17	71
1900–1909	13	3	23	2	15	8	62
1910–1919	36	24	67	3	8	9	25
1920–1929	66	48	72	9	14	9	14
1930–1939	70	58	83	10	14	2	3
1940–1949	132	124	94	8	6	—	—
1950–1953	90	87	97	3	3	—	—
TOTAL	431	350	81	36	8	45	11

V. National Fellows—Place of Birth

(350 questionnaire respondents)

Place of Birth	Percent of Total
Regions of the United States:	
North Atlantic	41
South Atlantic	8
Northeast Central	15
Southeast Central	2
Northwest Central	7
Rocky Mountain	1
Southwest Central	9
South Pacific	3
North Pacific	3
Foreign-born U. S. citizens	11
TOTAL	100

VI. National Fellows—Fields of Study

(431 fellows, 1890–1953)

Fields of Study	No. of Fellows	Total
HUMANITIES		
Ancient languages and literature.....	14	
Art and archaeology.....	21	
English and English literature.....	59	
Linguistics.....	5	
Modern languages and literature.....	34	
Music and musicology.....	6	
Philosophy and religion.....	16	
TOTAL, HUMANITIES		155
NATURAL SCIENCES		
Biological sciences:		
Biochemistry.....	14	
Botany.....	20	
Medical sciences.....	11	
Zoology.....	38	
Total, biological sciences		83
Physical sciences:		
Astronomy.....	4	
Chemistry.....	25	
Geosciences.....	4	
Mathematics.....	15	
Physics.....	18	
Total, physical sciences		66
TOTAL, NATURAL SCIENCES.....		149
SOCIAL SCIENCES		
Anthropology.....	8	
Economics.....	13	
History.....	64	
Library science.....	2	
Political science.....	11	
Psychology and education.....	17	
Sociology.....	3	
Social work.....	9	
TOTAL, SOCIAL SCIENCES.....		127
TOTAL, ALL FIELDS.....		431

VII. National Fellows—Earned Doctorates at Time of Award and After the Award

(431 fellows, 1890–1953)

These figures represent the first doctorate. Ten of the fellows obtained a second doctoral degree. Not included in this table are six 1950–53 fellows who stated that they expected to receive the doctorate shortly.

Period	Total no. of fellows	Doctorate at time of award		Doctorate rec'd after award		Total with doctorate	
		No. of fellows	Percent of total	No. of fellows	Percent of total	No. of fellows	Percent of total
Before 1900	24	6	25	15	63	21	88
1900–1909	13	8	61	5	39	13	100
1910–1919	36	16	44	11	31	27	75
1920–1929	66	20	30	38	58	58	88
1930–1939	70	28	40	26	37	54	77
1940–1949	132	41	31	57	43	98	74
1950–1953	90	31	34	23	26	54	60
TOTAL	431	150	35	175	41	325	76

VIII. Stipends Awarded for Other Organizations by AAUW

1917–1953

These awards are included in the figures given in this history.

	No. of awards
Alpha Omicron Pi Fellowship.....	2
Alpha Xi Delta Fellowship.....	5
Gamma Phi Beta Lindsey Barbee Fellowship.....	15
Mary Pemberton Nourse Fellowship (Vassar).....	9
Pan Hellenic International Grant.....	3
Phi Mu Fellowship.....	5
Phi Mu International Grant.....	12

IX. International Fellowships*

By Country of Recipient (89 fellows, 1923-1953)

Country of Origin**	Number of Awards
Argentina.....	2
Australia.....	5
Austria.....	7
Belgium.....	1
Canada.....	2
Czechoslovakia.....	1
Denmark.....	6
France (incl. Algeria).....	2
Finland.....	4
Germany.....	12
Great Britain.....	7
Hungary.....	1
India.....	4
Israel.....	1
Italy.....	5
Latvia.....	1
Netherlands.....	8
New Zealand.....	2
Norway.....	6
Poland.....	2
Russia.....	2
South Africa.....	2
Sweden.....	3
Switzerland.....	1
United States.....	2
TOTAL	89

* These figures are for recipients of AAUW fellowships open to members of the federations affiliated with the International Federation of University Women. In addition, two fellowships for women of special countries are offered:

Latin American Fellowship.....	36 awards
Rose Sidgwick Fellowship (for British women).....	20 awards

** See list of recipients, Appendix XVII, for residence at time of award when country of origin and country of residence at time of award are not the same.

X. International Grant-Holders

By Country of Recipient (300 grantees, 1945-1953)

This table shows the total number of persons. Most grants were for an academic year, or slightly longer. Thirty received grants for a second year; a few came for less than a year.

These figures do not include short-time "reconstruction aid" grants given immediately after the war to meet emergency situations. Sometimes, though not always, these grants were given for study.

Country	No. of Grantees
Argentina.....	1
Australia.....	2
Austria.....	10
Belgium.....	12
China.....	6
Czechoslovakia.....	3
Denmark.....	28
Egypt.....	2
Finland.....	22
France.....	32
Germany.....	17
Great Britain.....	1
Greece.....	16
India.....	6
Israel.....	1
Italy.....	12
Japan.....	16
Luxembourg.....	16
Mexico.....	1
Netherlands.....	21
Norway.....	28
Philippines.....	19
Poland.....	3
South Africa.....	1
Sweden.....	2
Switzerland.....	1
Thailand.....	21
TOTAL	300

XI. International Grant-Holders—Fields of Study

(300 grantees, 1945–1953)

Fields of Study	Grant-holders	Total
HUMANITIES		
Art and archaeology	8	
English and English literature	28	
Languages and linguistics	5	
Philosophy and religion	2	
Other	5	
TOTAL, HUMANITIES		48
NATURAL SCIENCES		
Biological sciences: Bacteriology	3	
Biochemistry	12	
Botany	5	
Medical sciences: Medicine	57	
Nursing	3	
Dentistry	5	
Pharmacology	4	
Public Health	4	
Nursing	3	
Other	5	
Total, biological sciences		96
Physical sciences: Astronomy	4	
Chemistry	16	
Engineering and architecture	3	
Physics and geosciences	9	
Total, physical sciences		32
TOTAL, NATURAL SCIENCES		128
SOCIAL SCIENCES		
Anthropology	3	
Economics	7	
Education	36	
History	5	
Home economics	8	
Law and political science	17	
Library science	7	
Psychology	16	
Sociology	7	
Social work	12	
Other	6	
TOTAL, SOCIAL SCIENCES		124
TOTAL, ALL FIELDS		300

XII. Units of the Million Dollar Fellowship Fund

Unit	Name of Fellowship	Designation
Connecticut-Rhode Island . . .	Alice Hamilton.....	International
Illinois	Marion Talbot.....	National
Indiana	Kathryn McHale.....	National
Michigan	Minnie Cumnock Blodgett....	National
New Jersey	New Jersey State.....	National
New York City.....	Virginia C. Gildersleeve....	International
New York State.....	New York State.....	National
North New England (Maine, Massachusetts, New Hamp- shire, Vermont)	Mary E. Woolley.....	International
North Pacific (Alaska, Idaho, Montana, Oregon, Wash- ington)	Margaret Snell.....	National
Northwest Central (Iowa, Minnesota, Nebraska, No. Dakota, So. Dakota)	Dorothy Bridgman Atkinson..	National
Ohio.....	Ohio State.....	International
Pennsylvania-Delaware.....	Pennsylvania-Delaware.....	National
Philadelphia	Marion Reilly Award	International
Rocky Mountain (Colorado, New Mexico, Utah, Wy- oming)	Florence R. Sabin.....	National
South Atlantic (Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia) . . .	Elizabeth Avery Colton	National
South Pacific (Arizona, Cali- fornia, Hawaii, Nevada) . . .	Aurelia Henry Reinhardt	International
Southeast Central (Alabama, Kentucky, Louisiana, Mis- sissippi, Tennessee)	Martha Catching Enochs	National
Southwest Central (Arkansas, Kansas, Missouri, Okla- homa)	Vassie James Hill.....	National
Texas	Helen Marr Kirby.....	International
Washington, D. C.	Latin American	International (Latin American)
Wisconsin	Ellen C. Sabin.....	National

XIII. The Fellowship Endowment Trust

At the 1953 convention of the Association the following resolution was adopted:

"WHEREAS, The Fifth National Convention of the American Association of University Women held in Washington on the third day of April, 1927 authorized the raising of a fund of not less than a million dollars for fellowships; and

"WHEREAS, This fund now exceeds one million dollars and its administration is a major responsibility of the Association;

"NOW THEREFORE, in order to further the purpose of the Association in maintaining and increasing this fund, and to insure in perpetuity the use of its proceeds in advancing the education of women, in widening fields of learning, and raising the standard of scholarship, be it

"*Resolved*, That all funds heretofore raised and to be raised for this purpose be established as an irrevocable trust to be known as THE FELLOWSHIP ENDOWMENT FUND OF THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN; and be it further

"*Resolved*, That the appropriate officials of the American Association of University Women be, and they hereby are, authorized to execute the Deed of Trust with the [corporate trustee] and the four individual trustees."

The corporate trustee and four individual trustees are appointed by the Board of Directors of the Association.

The four individual trustees are members of the Association. They are empowered to accept gifts and bequests, or in their discretion decline those which they consider inconsistent with the purpose of the Trust or impractical to administer under the Trust agreement; to approve or disapprove the proposed investment program, and to review periodically the receipts and disbursements of the Trust.

XIV. Funds of the AAUW Fellowship Program 1927 through 1956

Expendable Funds and Endowment

The year 1927 is used as the starting point because complete records for earlier years are not available. The Association had given 125 fellowships with stipends of varying size before 1927, and had acquired \$40,000 in memorial endowments not shown here.

CONTRIBUTIONS FROM AAUW GROUPS

For Fellowships	\$1,371,000	
For International Grants	<u>1,043,000</u>	\$2,404,000

FROM DUES

For Fellowships	240,000
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INDIVIDUAL GIFTS AND BEQUESTS

For Fellowships	337,000
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INCOME FROM ENDOWMENT

For Fellowships	699,000
-----------------------	---------

TOTAL \$3,680,000

XV. Administration of the Fellowship Program

Committees Concerned with the Fellowship Program

1888-1929	Fellowship Committee
1929-	Fellowship Awards Committee
1929-	Fellowship Endowment Committee, in 1953 renamed Fellowship Funds Committee
1946-	International Grants Committee
1953-	Fellowship Program Committee, coordinating com- mittee for Fellowship Awards Committee Fellowship Funds Committee International Grants Committee
1953-	Trustees of the Fellowship Endowment Fund (See Appendix XIII.)

XVI. Contributions to the Fellowship Program, by States

1927-1956

This record of contributions received at the Headquarters office gives the general picture of fellowship contributions in the respective states, but it is not complete, since some contributions sent by unit chairmen and by individuals were not allocated by states. Figures given here do not include reconstruction aid funds raised after World War II, nor amounts deducted for expenses in some areas.

NORTH ATLANTIC REGION		NORTHWEST CENTRAL REGION	
Connecticut.....	\$ 41,721	Iowa.....	\$ 50,894
Delaware.....	14,955	Minnesota.....	88,211
Maine.....	9,001	Nebraska.....	25,230
Massachusetts.....	46,332	North Dakota.....	11,491
New Hampshire.....	4,941	South Dakota.....	19,316
New Jersey.....	114,825	Miscellaneous.....	2,248
New York.....	163,899		
Pennsylvania.....	134,224	TOTAL.....	\$197,390
Rhode Island.....	8,410	SOUTHWEST CENTRAL REGION	
Vermont.....	7,683	Arkansas.....	\$ 10,233
Miscellaneous		Kansas.....	56,726
North New England Unit		Missouri.....	52,749
(Me., Mass., N.H., Vt.)..	4,879	Oklahoma.....	36,061
Pennsylvania-Delaware..	1,919	Texas.....	99,436
		Miscellaneous	
TOTAL.....	\$552,789	Southwest Central Unit	
SOUTH ATLANTIC REGION		(Ark., Kans., Mo., Okla.)	1,263
District of Columbia.....	\$ 24,594		
Florida.....	22,941	TOTAL.....	\$256,468
Georgia.....	15,339	ROCKY MOUNTAIN REGION	
Maryland.....	19,034	Colorado.....	\$ 44,289
North Carolina.....	21,860	New Mexico.....	13,458
South Carolina.....	10,904	Utah.....	8,428
Virginia.....	48,796	Wyoming.....	14,901
West Virginia.....	36,402	Miscellaneous.....	114
Miscellaneous.....	207		
		TOTAL.....	\$ 81,190
TOTAL.....	\$200,077	NORTH PACIFIC REGION	
NORTHEAST CENTRAL REGION		Idaho.....	\$ 8,724
Illinois.....	\$121,178	Montana.....	19,646
Indiana.....	107,346	Oregon.....	51,158
Michigan.....	122,649	Washington.....	74,345
Ohio.....	113,380	Alaska.....	390
Wisconsin.....	84,665	Miscellaneous.....	81
TOTAL.....	\$549,218	TOTAL.....	\$154,344
SOUTHEAST CENTRAL REGION		SOUTH PACIFIC REGION	
Alabama.....	\$ 23,642	Arizona.....	\$ 12,584
Kentucky.....	16,128	California.....	295,387
Louisiana.....	16,235	Nevada.....	7,557
Mississippi.....	12,395	Hawaii.....	2,995
Tennessee.....	25,043	Miscellaneous.....	569
Miscellaneous.....	24		
		TOTAL.....	\$319,092
TOTAL.....	\$ 93,467		

XVII. Recipients of Awards, 1890–1956

Key to Abbreviations of Fellowships and Awards

AA	Achievement Award	M	Michigan State
ACA Am.	Association of Collegiate Alumnae—American	MA	Mary Andersen
ACB	Anna C. Brackett	MCB	Minnie Cumnock Blodgett
AFP	Alice Freeman Palmer	MCE	Martha Catching Enochs
AH	Alice Hamilton International	MEM	Margaret E. Maltby
AHR	Aurelia Henry Reinhardt International	MES	Mary Emily Sinclair
AOP	Alpha Omicron Pi	MEW	Mary E. Woolley International
AWI	AAUW International	MLW	Margaret Lee Wiley
AWN	AAUW National	MMJ	Margaret M. Justin
AXD	Alpha Xi Delta	MPN	Mary Pemberton Nourse
BA	Boston Alumnae	MR	Marion Reilly International
CAS	Clara A. Scott	MS	Margaret Snell
CSJ	Catherine S. Jordahl	MT	Marion Talbot
DB	Dorothy Bragonier	MTM	May Treat Morrison
DBA	Dorothy Bridgman Atkinson	NJS	New Jersey State
EAC	Elizabeth Avery Colton	NWC	Northwest Central
ECS	Ellen C. Sabin	NYS	New York State
EUR	AAUW (ACA) European	OS	Ohio State International
F	Founders	PA	Pan American
FCI	Fellowship Crusade International	P-D	Pennsylvania-Delaware
FCN	Fellowship Crusade National	PM	Phi Mu
FRS	Florence R. Sabin	PMcD	Penelope McDuffie
GEF	Grace Ellis Ford	PS	Pennsylvania State
GPB	Gamma Phi Beta Lindsey Barbee	PSI	Pennsylvania State International
HMK	Helen Marr Kirby International	RS	Rose Sidgwick (See page 100.)
IEV	Irma E. Voigt	SA	South Atlantic
IHH	Ida H. Hyde International	SB	Sarah Berliner
IS	Illinois State	SWC	Southwest Central
JCGP	Julia C. G. Piatt	U	Undesignated, or Preschool
JG	Josephine Glasgow	VCG	Virginia C. Gildersleeve International
JLK	Jean Lennox Kimmel	VJH	Vassie James Hill
KMcH	Kathryn McHale	WACA	Western Association of Collegiate Alumnae (given by Western group before joining the Association)
LA	Latin American (See page 93)		

National Fellows

(including recipients of Achievement Award)

* indicates deceased

- *Abbott, Edith—EUR 1906
 Abbott, Isabel R.—BA 1927
 *Abel-Henderson, Annie H.—AFP 1925
 Acly, Elizabeth (Mrs. M. C. Teves)—EUR 1926
 Acomb, Frances D.—DBA 1941
 Adams, Mrs. S.—see Lander, C. A.
 Albertson, Mary—ACB 1925
 Allen, Hope E.—EUR 1910
 Allison, Mrs. A. C.—see Green, H.
 Altenburg, Luolin S. (Mrs. E.)—MCE 1953
 Ancker, Betsy—KMCH 1950
 Andersen, Mrs. C. D.—see Rice, M. L.
 Anderson, Elizabeth P. (Mrs. T. H.)—SB 1950
 Anger, Carol J. (Mrs. F. F. Rieke)—SB 1932
 Armstrong, Alice H.—BA 1923
 Ashkenaz, Eleanor W. (Mrs. D. M.)—KMCH 1942
 Aten, Dorothy M.—MCB 1954
 Atkinson, Dorothy F. (Mrs. H. McL. Evans)—MS 1942
 Atkinson, Dorothy W.—GPH 1923
 Austin, Mrs. J. M.—see Morrow, P.
 Avers, Charlotte J.—KMCH 1952
 Ayer, Miriam C.—MEM 1948
 Backer, Esther R. (Mrs. S.)—KMCH 1949
 Bainbridge, Mrs. K. T.—see Pitkin, M.
 Baisch, Dorothy R. (Mrs. Wm. Selz)—DBA 1949
 Balderston, Katharine C.—BA 1924
 Baldwin, Faith P. (Mrs. T. Rich)—BA 1932
 Baldwin, Mrs. R. E.—see Murphy, M. J.
 *Ballou, Susan H.—EUR 1901
 Barcan, Ruth C. (Mrs. J. A. Marcus)—P-D 1947
 Bardeen, Ann (Mrs. E. O. Henschel)—FRS 1950
 Barnes, Viola F.—AFP 1926
 Barrett, Mrs. M. K.—see Deringer, M. K.
 Barrett, Madie W. (Mrs. Wm. R.)—EAC 1954
 *Bartlett, Helen—ACA 1894
 Bate, Phyllis A.—KMCH 1947
 Beattie, Margaret R. (Mrs. A. G. Bogue)—FCN 1948
 Beale, Mrs. H. K.—see Robison, G.

- Beeson, Nora B. (Mrs. J. H.)—NYS 1956
 Behen, Mrs. D. M.—see Forbis, D. M.
 Behncke, Mrs. N. J.—see Bouffleur, E. J.
 *Benedict, Ruth F.—AA 1946
 Benjamin, Mrs. E. B.—see Schwartz, J.
 Bennett, Josephine W. (Mrs. R. E.)—DBA 1934
 Berkman, Sylvia L.—MT 1950
 Bever, Virginia M. (Mrs. G. C. Platt)—MS 1940
 Bilger, Mrs. E. M.—see Neuffer, L.
 Black, Mrs. N. H.—see Herrmann, E. A.
 Blanchard, Barbara D. (Mrs. B. Oakeson)—FCN 1949
 *Blauvelt, Mary T.—EUR 1896
 Blodgett, Katharine B.—AA 1945
 *Blount, Alma—EUR 1904
 Bluestone, Natalie H. (Mrs. G.)—IEV 1956
 Boddy, Margaret P.—DBA 1935
 Boden, Mrs. B. P.—see Kampa, E. M.
 Boggs, Mrs. F. W.—see Monroe, E. M.
 Bogue, Mrs. A. G.—see Beattie, M. R.
 Bohannon, Mary E.—MEM 1933
 Borroff, Marie E.—MLW 1955
 Boswell, Eleanor (Lady Murrie)—EUR 1929
 Bouffleur, Ethel J. (Mrs. N. J. Behncke)—JCGP 1928
 Bourne, Ruth M.—NWC 1929
 Brady, Caroline—MT 1952
 Bramley, Mrs. A.—see Rosenthal, J. E.
 Braun, Lucille V.—GEF 1956
 Brehme, Katherine S. (Mrs. C. O. Warren)—FCN 1938
 Bressie, Ramona—AFP 1933
 Bristol, Evelyn C. (Mrs. Lane)—MS 1954
 Brothers, Joyce D. (Mrs. M. J.)—NYS 1952
 *Brown, Louise F.—AFP 1914
 Brown, Mary Belle—GPB 1937
 Browne, Ethel (Mrs. E. N. Harvey)—SB 1914
 Brunauer, Mrs. S.—see Caukin, E.
 Bryan, Margaret S. (Mrs. R. H. Davis)—P-D 1956
 Bryson, Pauline P. (Mrs. D.)—EAC 1952
 Buchanan, Margaret (Mrs. H. O. Cole)—EUR 1920
 Bull, Alice L.—FRS 1952
 Burack, Ethel (Mrs. M. M. Cohn)—AXD 1930
 Burkhardt, Elizabeth Z. (Mrs. B. L.)—SWC 1943
 Bush, Lucile E.—EAC 1945
 Bush, Sister M. Cecilia—ACB-JCGP 1956
 Byers, Mildred I.—VJH 1949
 Carlson, Helen M.—NYS 1952
 Caron, Rose F. (Mrs. A. J.)—JLK 1954
 Carr, Emma P.—AFP 1929
 Carroll, Mrs. T. A.—see Macgregor, I. R.
 Carson, Rachel L.—AA 1956
 *Carter, Alice (Mrs. O. F. Cook)—ACA Am. 1891
 Carter, Edna—SB 1911
 Carter, Margaret I. (Mrs. P. S. Hough)—MS 1941
 Casey, Mrs. J. B.—see Karpinski, M.
 Cassirer, Sidonie L. (Mrs. T.)—PS 1953
 Cattell, Nancy G. (Mrs. D. T.)—JCGP 1953
 Caukin, Esther (Mrs. S. Brunauer)—MEM 1926
 Cayley, Mrs. R. R.—see Hoon, E. E.
 Chapman, Mrs. E. T.—see Evans, V. M.
 Chapman, Janet G. (Mrs. J. W.)—NYS 1948
 Chatalian, Norma R. (Mrs. G.)—KMCH 1948
 Cheydleur, Eleanor P. (Mrs. H. Goldthor)—DBA 1940
 Cheyne, Betty J.—GPB 1954
 Chittenden, Jacqueline D. (Mrs.)—NYS 1949
 Clark, Mrs. A. H.—see Howell, J. T.
 Clark, Dorothy K.—MEM 1935
 Clark, Lois G. (Mrs. A. R.)—MCB 1949
 Clausen, Mrs. K. E.—see Jones, J. Johanna
 Cohen, Elizabeth G. (Mrs. B. P.)—AWN 1956
 Cohn, Mrs. M. M.—see Burack, E.
 Cohn, Mrs. N. S.—see Foreman, M. H.
 Cole, Mrs. H. O.—see Buchanan, M.
 Colie, Rosalie L.—FS 1951
 Colson, Elizabeth F.—DBA 1942
 Colwin, Laura H. (Mrs. A. L.)—MTM 1953
 Comber, Mrs. T. F.—see Wildes, A.
 Connet, Helene (Mrs. D. W. Wilson)—SB 1920
 Cook, Mrs. O. F.—see Carter, A.
 *Coombs, Helen C.—SB 1923
 Coons, Calthe M. W. (Mrs. R. R.)—MPN 1931
 Coor, Gertrude M.—NJS 1955
 Costello, Jane—DBA 1947
 Counce, Sheila J.—DBA 1952
 Cox, Janet—AWN 1954
 Craft, Carol C. (Mrs. C. T. LeFebre)—MS 1949
 Cramer, Aileen G.—MCB 1950
 Crawford, Mrs. Wm. H. L.—see Field, M. E.
 Crosby, Elizabeth C.—AA 1950
 Cross, Barbara M. (Mrs. R.)—VJH 1952
 Crouse, Helen V.—EAC 1941
 Crowell, Edith E. (Mrs. G. L. Trager)—MMJ 1948
 Dalby, Louise E. (Mrs.)—DBA 1953
 *Danchakoff, Vera—SB 1917
 Dauner, Louise—MTM 1944
 *Davenport, Frances G.—EUR 1902
 Davidson, Ellen P. C. (Mrs. L. J.)—MT 1941
 Davis, Dorothy N. (Mrs. B. Locanthi)—AFP 1939
 Davis, Mrs. H. F.—see Fournet, D.
 Davis, Natalie A. L. (Mrs. H. C.)—MLW 1953
 Davis, Rose M.—EUR 1931
 Davis, Mrs. R.—see Maclean, M. E.
 Davis, Mrs. R. H.—see Bryan, M. S.
 Dean, Ruth J.—AFP 1943
 Delano, Lucile K.—NWC 1932
 Denton, Marilyn J.—MTM 1956
 Deringer, Margaret K. (Mrs. M. K. Barrett)—MEM 1940
 Der Nersessian, Sirarpie—AA 1948
 Des Champs, Margaret B.—EAC 1951
 Dichmann, Mary E.—MCE 1952
 Dickinson, Alice B. (Mrs. D. J.)—MCB 1949
 Dietz, Emma M. (Mrs. P. G. Stecher)—SB 1934
 Dillingham, Betty A. (Mrs. H. C.)—VJH 1954
 Dippell, Ruth V.—FRS 1947
 Dolson, Grace N. (Sister Hilary)—EUR 1897
 Doran, Madeleine—MT 1946
 Dorsey, Rhoda M.—FRS 1953
 Douthett, Doane—AWN 1956
 Dowling, Janet C.—DBA 1948
 Downes, Helen R.—SB 1926
 Dutton, Bertha P.—MCB 1953
 Dyer, Elizabeth—SB 1937
 *Eckford, Martha O.—GPB 1924
 Edinger, Tilly—FCN 1950
 *Egan, Rose F.—PM 1924
 Eldot, Paula—AWN 1956
 Ellery, Eloise—EUR 1899
 Elliott, Charlotte—BA 1917
 Elliott, H. Margaret—VJS 1948
 Elmer, Mrs. S. L.—see Riske, E. T.
 Elveback, Mary—DBA 1939
 Engstrom, Mrs. A. G.—see Randolph, M. C.
 Erickson, Charlotte J. (Mrs. G. L. Watt)—MT 1948
 *Ernst, Adolphine B.—EUR 1908
 Estrin, Thelma A. (Mrs. G.)—ECS 1950
 Evans, Mrs. H. McL.—see Atkinson, D. F.
 Evans, Viola M. (Mrs. E. T. Chapman)—ACB 1933
 Fairchild, Mildred (Mrs. R. M. Woodbury)—GPB 1928
 Farrelly, Elizabeth A.—ECS 1951
 Farren, Marion R.—GPB 1947
 Fein, Mrs. A. G.—see Gold, L.
 Feist-Hirsch, Elisabeth (Mrs. F. Hirsch)—MTM 1954

- Feld, Mrs. N.—see Hochstein, C. H.
 Fennell, Josephine F. (Mrs. A. C. Pacheco)—EAC 1946
 Ferree, Mrs. C. E.—see Rand, Gertrude
 Field, Irene—MLW 1956
 Field, Madeleine E. (Mrs. Wm. H. L. Crawford)—FCN 1934
 Finkelstein, Mrs. L. S.—see Salvin, M.
 Fischer, Vera K. (Mrs. G. E.)—SB 1953
 Fisk, Mrs. E. O.—see Richardson, L. H.
 Fitch, Mrs. E.—see MacKinnon, A.
 Fitch, Florence M.—EUR 1902
 Flower, Elizabeth F.—AFP 1947
 Forbis, Dorothy M. (Mrs. D. M. Behen)—JCGP 1946
 Foreman, Margaret H. (Mrs. N. S. Cohn)—AWN 1956
 Forest, Louise C. (Mrs.)—EAC 1944
 Forro, Madeleine B. (Mrs. J. M.)—AWN 1955
 Forster, Harriet H.—F 1956
 Fournet, Diane M. (Mrs. H. F. Davis)—AWN 1956
 *Fox, Mary E. (Mrs. R. M. Porterfield)—ACB 1937
 Fraiken, Wanda I. (Mrs. E. Neff)—EUR 1922
 Frankle, Eleanor—NYS 1947
 Franklin, Susan B.—ACA Am. 1892
 Frear, Mary R. (Mrs. J. B. Keeler)—FCN 1935
 Freeman, Estelle (Mrs. F. Novy)—MEM 1927
 Friedman, Gabrielle E. (Mrs. M. J.)—NYS 1954
 Frisch, Teresa—P-D 1944; MCB 1951
 Fuller, Anne H.—MEM 1937
 Fuller, Nelle—MMJ 1944
 Fullmer, Mrs. P. F.—see Zimmerman, J. F.
 *Furness, Caroline E.—ACA Am. 1898
 Gal, Mrs. I. S.—see Novak, I. L.
 Garlitz, Barbara—AWN 1956
 Garman, Helen R. (Mrs. S. B. Koritz)—AXD 1949
 *Gates, Fanny C.—EUR 1897
 Gatewood, Elizabeth S. (Mrs. W. H. Pietsch)—AFP 1924
 Gayford, Muriel J.—GPB 1935
 Gelfant, Blanche H. (Mrs. S.)—NJS 1953
 *Gentry, Ruth—EUR 1891
 Gerard, Mrs. L.—see Greene, T. W.
 Gilbert, Alison—MEM 1955
 Gilmore, Jane (Mrs. J. A. Rushing)—VSJ 1956
 Gloyne, Mrs. C. K.—see Ryan, F. M.
 Godwin, Frances G. (Mrs. A. E.)—MS 1943
 Godwin, Martha A.—GPB 1939
 Gold, Leah (Mrs. A. G. Fein)—MT 1943
 Goldhor, Mrs. H.—see Cheydeleur, E. P.
 Goldstein, Mrs. G.—see Silk, D.
 Gonglewski, Blanche MacF. (Mrs. Z. A.)—KMCh 1955
 Goodman, Mary E. H. (Mrs. C.)—MTM 1943
 Gordon, Edna—ACB 1929
 Gordon, Kate (Mrs. E. C. Moore)—EUR 1903
 Gorham, Eleanor (Mrs. Wm. B. Otterness)—GPB 1950
 Grafflin, Mildred W.—BA 1925
 Grant, Madeleine P.—MS 1947
 Gray, Mrs. C. M.—see Holborn, H. D.
 Green, Helen (Mrs. A. C. Allison)—EAC 1950
 Greene, Tatiana W. (Mrs. L. Gerard)—ECS 1954
 Greer, Elizabeth J. (Mrs. T. S. White)—BA 1929
 Greever, Mrs. Wm. S.—see Groff, J. E.
 Groeling, Mrs. D. W.—see Trautwein, D. A.
 Groff, Janet E. (Mrs. Wm. S. Greever)—MMJ 1948
 Grout, Ruth E.—MPB 1937
 Grun, Ruth E.—P-D 1952
 Haas, Violet B. (Mrs. F.)—VJH 1951
 Hadley, Eleanor M.—MS 1947
 *Hahn, Dorothy A.—ACB 1915
 Hamilton, Catherine S. (Mrs. R. L.)—MMJ 1950
 Hampl, Constance—DBA 1943
 Hankin, Charlotte A. (Mrs. G.)—FCN 1936
 Hanscom, Elizabeth D.—ACA Am. 1893
 Hansen, Hazel D.—AFP 1927
 Harrell, Mary S. (Mrs. H. W. Lix)—VJH 1940
 Harris, Josephine M.—MMJ 1953
 Harrison, Anna J.—SB 1952
 Harrison, Evelyn B.—EAC 1948
 Hartman, Olga—SB 1939
 Hartt, Constance E.—SB 1931
 Harvey, Mrs. E. N.—see Browne, E.
 Hause, Helen E. (Mrs. L. W. Masters)—P-D 1946
 Hazlett, Olive C.—BA 1914
 Heller, Emmy F. (Mrs. O. E.)—AFP 1953
 Heller, Mrs. H. H.—see Hempl, H.
 Helman, Edith F. (Mrs. B.)—AFP 1949
 Hempl, Ilse M. C. (Mrs. L. D. Lipschutz)—NYS 1950
 Hempl, Hilda (Mrs. H. H. Heller)—EUR 1916
 Henderson, Marion (Mrs. K. M. Kalgian)—VJH 1950
 Henderson, Mary V.—SWC 1929
 Henning, Roslyn B. (Mrs. E. A.)—DBA 1945
 Henschel, Mrs. E. O.—see Bardeen, A.
 *Henry, Aurelia (Mrs. G. F. Reinhardt)—EUR 1905
 Herbert, Eugenia W. (Mrs. R. L.)—MCE 1955
 Herrey, Erna M. (Mrs. H.)—AFP 1954
 Herrmann, Elizabeth A. (Mrs. N. H. Black)—ACB 1917
 Heuser, Mary L.—MLW 1950
 Hewitt, Helen—BA 1937
 Hibbard, Hope—SB 1925
 Himmelfarb, Gertrude (Mrs. I. Kristol)—AFP 1951
 Hirsch, Mrs. F.—see Feist-Hirsch, E.
 Hochstein, Cora H. (Mrs. N. Feld)—NYS 1945
 Hodgen, Margaret T.—GPB 1922
 Hoffstadt, Rachel E.—MPN 1929
 Hogrefe, Pearl—F 1952
 Holborn, Hanna D. (Mrs. C. M. Gray)—MLW 1954
 Holden, Catherine M. (Mrs. Wm. P.)—DBA 1950
 *Holden, Ruth—EUR 1913
 Hollis, Florence—GPB 1941
 Hoon, Elizabeth E. (Mrs. R. R. Cawley)—JCGP 1934
 Hoover, Mrs. C. W.—see Schneider, E. F.
 Hopkins, Vivian C.—VJH 1948
 Horner, B. Elizabeth—NJS 1954
 Hough, Mrs. P. S.—see Carter, M. I.
 Houtermans, Charlotte R. (Mrs.)—F 1953
 Howe, Thalia P. (Mrs. I.)—MCB 1956
 Howes, Mrs. B. A.—see Puffer, E. D.
 Howell, Janet T. (Mrs. A. H. Clark)—SB 1915
 Howland, Ruth B.—SB 1922
 Hrazdilova, Jirina—MS 1955
 Hubert, Mrs. J. D.—see Riese, R. I.
 Hudson, Belva D.—CSJ 1956
 Hudson, Mrs. W. M.—see Reese, G.
 Huemer, Frances—AWN 1954
 Hughes-Schrader, Sally P. (Mrs. F. Schrader)—SBR 1929
 Hughey, Ruth W.—MEM 1932
 Hume, Mary B. (Mrs. J. McA. Maguire)—EUR 1921
 Husselman, Elnor M. (Mrs. J. H.)—MCB 1955
 *Hussey, Mary I.—AFP 1910
 *Hutchinson, Emilie J.—AFP 1921
 Hyatt, Marlou (Mrs. H. Switten)—MA 1950
 *Hyde, Ida H.—EUR 1893
 Hyde, Jane E.—NJS 1950
 Hyer, June—MCE 1946
 Iknayan, Marguerite M.—ECS 1952
 Jacobsen, Elly M.—VJH 1943

- Jaffe, Mrs. L. F.—see Walther, M. E.
 James, Janet W. (Mrs. E. T.)—ECS 1947
 Johnson, Helen M.—AFP 1920
 Johnson, Miriam M. (Mrs. G. B.)—KMcH 1954
 Johnson, Mrs. R. S.—see Pitts, A. C.
 Jones, J. Johanna (Mrs. K. E. Clausen)—SB 1955
 Jones, Martha R.—BA 1919
 Joseph, Mrs. S. I.—see Spilberg, L.
 *Judson, Katherine B.—AFP 1913
 Jupnik, Helen—SB 1941
 Justin, Margaret M.—EUR 1922
 Kaan, Helen W.—SB 1944
 Kachie, Mrs. J.—see Poladian, S.
 Kahane, Renee T. (Mrs. H. R.)—MT 1947
 Kalgian, Mrs. K. M.—see Henderson, M.
 Kammerer, Gladys M.—KMcH 1945
 Kamner, Mildred E. (Mrs. E. M. Tolman)—DBA 1933
 Kampa, Elizabeth M. (Mrs. B. P. Boden)—DBA 1951
 Kaplan, Lucille N. (Mrs. L.)—DBA 1954
 Karpinski, Mary (Mrs. J. B. Casey)—EUR 1933
 Keddie, Mrs. W. H.—see Reichard, N.
 Keeler, Mrs. J. B.—see Frear, M. R.
 *Kellogg, Angie L.—EUR 1914
 Kennedy, Cornelia—SB 1918
 Kennedy, Joan E.—MTM 1955
 Kennedy, Ruth L.—AFP 1937; MMJ 1945
 Kenney, Sylvia W.—EAC 1949
 Kiefer, Barbara—MS 1953
 Kilbourne, Mary A. (Mrs. G. Matossian)—AWN 1954
 Kimball, Elisabeth G.—ACB 1931
 King, Kathryn B. (Mrs. T. LeDuc)—DBA 1946
 Kingston, Marion J.—P-D 1948
 Kligler, Deborah S. (Mrs. D.)—MMJ 1952
 *Koch, Dorothy A.—GPB 1926
 Koehne, Martha—MPN 1925
 Koritz, Mrs. S. B.—see Garman, H. R.
 Krader, Mrs. L.—see Lattimer, B.
 Kristol, Mrs. I.—see Himmelfarb, G.
 Kutsky, Phyllis B. (Mrs. R. J.)—MTM 1948
 Laird, Elizabeth R.—SB 1913
 Lander, Caroline A. (Mrs. S. Adams)—SB 1933
 Landis, Elizabeth S. (Mrs. Wm. B.)—ECS 1949
 Lane, Mrs.—see Bristol, E. C.
 Larimore, Ann E.—MMJ 1956
 Larson, Agnes M.—NWC 1931
 Lattimer, Barbara (Mrs. L. Krader)—KMcH 1951
 LaVelle, Mrs. G. A.—see Wilson, F. E.
 Lawry, Eleanor McC.—NYS 1955
 Lawson, Jeanne B.—FRS 1955
 *LeDuc, Alma de Lande—EUR 1909
 LeDuc, Mrs. T.—see King, K. B.
 LeFebvre, Mrs. C. T.—see Craft, C. C.
 Lehmann, Mrs. K.—see Williams, P. L.
 Lehmann, Ruth P. (Mrs. W. P.)—KMcH 1953
 Lehr, Marguerite—EUR 1923
 Leites, Mrs. N.—see Wolfenstein, M.
 Lerda, Louise P. (Mrs. E.)—ECS 1953
 Lewis, Elsie M. (Mrs. J. F. Makel)—MT 1953
 Lewis, Margaret (Mrs. W. S. Nickerson)—ACA Am. 1896
 Lewis, Margaret N.—SB 1938
 Liébel, Helen P.—NYS 1956
 Lincoln, Anne E.—NWC 1930
 Lithicum, M. Channing—EUR 1927
 Lippitt, Ruth H.—JLK 1955
 Lipschutz, Mrs. L. D.—see Hempel, I. M. C.
 Lisansky, Edith S. (Mrs. M.)—EAC 1955
 Liu, Tien-Chuan (Mrs. H. Tse)—MS 1952
 Livermore, Gloria S.—MA 1953
 Lix, Mrs. H. W.—see Harrell, M. S.
 Locanthi, Mrs. B.—see Davis, D. N.
 Lodor, Elmira—JCGP 1920
 Loevinger, Jane (Mrs. S. Weissman)—MMJ 1955
 Loomis, Sally—MCB 1944
 *Lord, Elizabeth E.—U 1927
 Loring, Mildred W. (Mrs. E. L. Sylvester)—SB 1916
 Luomala, Katharine—DBA 1937
 Lyon, Margaret E.—MS 1948
 Macgregor, Isabel R. (Mrs. T. A. Carroll)—MCE 1948
 Mack, Mary P. (Mrs. B. D.)—NYS 1955
 Mackay, Dorothy L. (Mrs. W. R. Quynn)—BA 1922, EUR 1928
 *MacKinnon, Annie (Mrs. E. Fitch)—EUR 1894
 Maclean, Marion E. (Mrs. R. Davis)—JCGP 1931
 MacMaster, Amelia K.—GPB 1919
 Maddox, Margaret—MT 1949
 Magaret, Helene—FCN 1938
 Maguire, Mrs. J. McA.—see Hume, Mary B.
 Maharam, Dorothy (Mrs. A. H. Stone)—AXD 1942
 Mahler, Jane G. (Mrs. C. H.)—MT 1955
 Makel, Mrs. J. F.—see Lewis, E. M.
 Maling, Mrs. H. F.—see Mylander, H. F.
 *Maltby, Margaret E.—EUR 1895
 Man, Evelyn B.—MPN 1933
 Marcus, Mrs. J. A.—see Barcan, R. C.
 Marshall, Elizabeth W. (Mrs. J. Weber)—EUR 1924
 Martin, Anita L.—MCB 1952
 Martin, Anna L.—ACB 1921
 Martin, Mrs. A. B.—see Puckett, E.
 Martin, Janet—AOP 1933
 Martin, Marianne W. (Mrs. R. M.)—VJH 1955
 *Maury, Carlotta J.—SB 1917
 Marzolf, Rosemary A.—M 1956
 Masters, Mrs. L. W.—see Hause, H. E.
 Matossian, Mrs. G.—see Kilbourne, M. A.
 McAmis, Ava J.—AXD 1928
 McClellan, Catharine—MS 1950
 McClintock, Barbara—AA 1947
 McGill, Caroline—SB 1909
 McGrillies, Mary C.—ACB 1939
 McKee, Mary C.—PM 1925
 Mei, Yi-tsi—AWN 1955
 Mengers, Marie C.—FCN 1942
 Menzel, Johanna M.—DBA 1955
 Merion, Carolyn S.—MEM 1950
 Metzger, Ruth L.—AWN 1956
 Mignon, Elisabeth (Mrs. S. Puknat)—MS 1945
 Miles, Josephine—FCN 1939
 Miller, Faith S. (Mrs. J. A.)—MCE 1956
 Miller, Mrs. J. H.—see Monz, P. M.
 Misener, Geneva—EUR 1907
 Mitchell, Josephine (Mrs. L. Schoenfeld)—MT 1954
 Monroe, Elizabeth M. (Mrs. F. W. Boggs)—MEM 1938
 Monz, Pauline M. (Mrs. J. H. Miller)—P-D 1955
 Moore, Elizabeth L.—SA 1945
 Moore, Mrs. E. C.—see Gordon, K.
 Morenus, Eugenie M.—ACB 1927
 Morgan, Lucy S.—MPN 1935
 Morgan, Roberta M. (Mrs. A. Wohlstetter)—MT 1940
 Morrell, Minnie C.—MTM 1951
 Morrow, Pauline (Mrs. J. M. Austin)—MTM 1941
 Muncy, Lysbeth W.—AFP 1956
 Munn, Kathleen M.—DBA 1938
 Murley, Margaret R.—ECS 1948
 Murphy, M. Janice (Mrs. R. E. Baldwin)—JLK 1953
 Murrie, Lady—see Boswell, E.
 Muus, Jytte M.—MLW 1951
 Myer, Prudence R.—AFP 1949

- Mylander, Harriet F. (Mrs. H. F. Maling)—EAC 1943
- Needham, Gwendolyn B.—F 1955
- Neff, Mrs. E.—see Fraiken, W. I.
- *Neill, Alma J.—PM 1926
- *Neilson, Nellie—ACA Am. 1895
- Nelson, Mrs. F. G.—see Noack, J. S.
- *Neterer, Inez M.—GPB 1917
- Neuffer, Leonora (Mrs. E. M. Bilger)—SB 1924
- Neumark, Gertrude F. (Mrs. H. Rothschild)—MA 1951
- Newcomer, Mabel—AA 1953
- Newton, Mrs. H. B.—see Winston, M. F.
- Nichols, Jeannette P. (Mrs. R. F.)—VJH 1944
- Nickerson, Mrs. W. S.—see Lewis, M.
- Nicolson, Marjorie H.—AA 1954
- Nisbet, Ada B.—MTM 1945
- Nisbet, Louise (Mrs. W. Roberts)—ACB 1947
- Noack, Jeannette S. (Mrs. F. G. Nelson)—MES 1944
- Noble, Mary A.—EUR 1925
- Noether, Emiliana P. (Mrs. G. E.)—MCB 1946
- Normann, Ruth A.—ACB 1935
- Nosco, Beatrice V. (Mrs. J.)—NJS 1956
- Novak, Ilse L. (Mrs. I. S. Gal)—MEM 1947
- Novy, Mrs. F.—see Freeman, E.
- Nutting, Helen A.—MTM 1952
- Oakeson, Mrs. B.—see Blanchard, B. D.
- O'Brien, Margaret T.—VJH 1946
- O'Connell, Marjorie (Mrs. Wm. Shearon)—SB 1918
- Oesterling, Myrna J.—MT 1944
- Oppenheimer, Jane M.—SB 1936
- O'Shea, Harriet E.—ACB 1919
- Otteness, Mrs. Wm. B.—see Gorham, E.
- Pacheco, Mrs. A. C.—see Fennell, J. F.
- Padykula, Helen A.—MMJ 1951
- Paris, Olga—NYS 1956
- Parker, Dorothy I.—MT 1942; SB 1943
- Parkin, Mrs.—see Price, K. R.
- Parsons, Helen T.—MPN 1927
- Patch, Helen E.—EUR 1919
- Patterson, Rebecca E. C. (Mrs.)—MLW 1949
- Pease, Mary Z. (Mrs. J. Philippides)—AFP 1935
- Peck, Caroline N. (Mrs. R. A.)—KMcH 1946
- *Peebles, Florence—BA 1912
- Pennock, Clarice H.—ACB 1954
- Pepperdene, Margaret W.—MCE 1954
- Perrotta, Carmie A.—ECS 1956
- Perry, Charlotte T. (Mrs. H. B. Philipps)—MEM 1928
- Philbrick, Emily B. (Mrs. S. S.)—AWN 1956
- Philip, Lotte B. (Mrs.)—P-D 1951
- Philippides, Mrs. J.—see Pease, M. Z.
- Philipps, Mrs. H. B.—see Perry, C. T.
- Philips, Melba—MEM 1936
- Pickett, Lucy W.—EUR 1932
- Pietsch, Mrs. W. H.—see Gatewood, E. S.
- Pippin, Anne N. (Mrs. R. G.)—FRS 1956
- Pitkin, Margaret (Mrs. K. T. Bainbridge)—PM 1927
- Pitts, Anna C. (Mrs. R. S. Johnson)—MCE 1950
- Platt, Mrs. G. C.—see Bever, V. M.
- Polidian, Sirvart (Mrs. J. Kachie)—MS 1944
- Porterfield, Mrs. R. M.—see Fox, M. E.
- Price, Blanche A.—FCN 1941
- Price, Donna—SB 1940
- Price, Katherine R. (Mrs. Parkin)—MLW 1948
- Puckett, Elisabeth (Mrs. A. B. Martin)—MT 1945
- *Puffer, Ethel D. (Mrs. B. A. Howes)—ACA Am. 1897
- Puknat, Mrs. S.—see Mignon, E.
- Putnam, Bertha H.—AFP 1912; 1918
- Quale, Gladys R.—M 1955
- Quynn, Mrs. W. R.—see Mackay, D. L.
- Rahm, Mrs. D. C.—see Winchester, L. D.
- Rand, Gertrude (Mrs. C. E. Ferree)—SB 1912
- Randall, Helen W.—ECS 1945
- Randall, Lilian M. C. (Mrs. R. H.)—MEM 1953
- Randolph, Mary C. (Mrs. A. G. Engstrom)—VJH 1942
- Ranken, Nani L. (Mrs. H. B.)—NYS 1953
- Rathbone, Eleanor—NJS 1949
- Raymond, Dora N. (Mrs.)—AFP 1922
- Reese, Gertrude (Mrs. W. M. Hudson)—MMJ 1949
- Reichard, Nikki (Mrs. W. H. Keddie)—MA 1954
- Reinhardt, Mrs. G. F.—see Henry, A.
- Reitzer, Mrs. L. F.—see Swecker, Z. A.
- Rex, Millicent B.—VJH 1945
- Reynolds, Monica—P-D 1954
- Rhoads, Sara J.—VJH 1947
- Rice, Marion L. (Mrs. C. D. Andersen)—AOP 1935
- Rich, Mrs. T.—see Baldwin, F. P.
- Richardson, Dorothy—MEM 1929
- *Richardson, Louisa H. (Mrs. E. O. Fisk)—EUR 1890
- Richardson, Mary L.—JCGP—ACB 1918
- Richter, Gisela M. A.—AA 1944
- Rickels, Lenora M.—DBA 1956
- Riegel, Cecilia—AXD 1926
- Rieke, Mrs. F. F.—see Anger, C. J.
- Riese, Renee I. (Mrs. J. D. Hubert)—EAC 1947
- Riske, Ella T. (Mrs. S. L. Elmer)—SWC 1931
- Rivlin, Helen A. (Mrs.)—MEM 1952
- Roach, Hannah G.—JCGP 1921
- Robb, Mrs. J. S.—see Sands, J. M.
- Roberts, Catherine—SB 1946
- Roberts, Mrs. W.—see Nisbet, Louise
- Robison, Georgia (Mrs. H. K. Beale)—EUR 1930
- Rogers, Lois H.—AWN 1956
- Roosa, Ruth A. (Mrs. R. V.)—NJS 1948
- Rorty, Amelie O. (Mrs. R. M.)—IEV 1955
- Rose, Grace L.—MTM 1947
- Rosenthal, Jenny E. (Mrs. A. Bramley)—SB 1935
- *Ross, Effie M.—GPB 1930
- Rothschild, Mrs. H.—see Neumark, G. F.
- Rudd, Margaret E.—MCE 1949
- Rudel, Rita G. (Mrs. J.)—NYS 1953
- Ruggles, Nancy D. (Mrs. R.)—FCN 1948
- Rushing, Mrs. J. A.—see Gilmore, J.
- Russell, Elizabeth S. (Mrs.)—MPN 1939
- Ryan, Alice M. (Sister Mary Anne)—DBA 1936
- Ryan, Elaine C.—PSN 1953
- Ryan, Frances M. (Mrs. C. K. Gloyn)—BA 1930
- Saloshin, Henriette E.—GPB 1952
- Salvin, Marina (Mrs. L. S. Finkelstein)—FRS 1949
- Sampson, Myra M.—BA 1920
- Sandeen, Muriel I.—SB 1956
- Sandomirsky, Lilian N. (Mrs. A. G.)—IS 1953
- Sands, Jane (Mrs. J. S. Robb)—SB 1927
- Sarvella, Patricia A.—EAC 1956
- Sayre, Geneva—SB 1949
- Schlauch, Margaret—ACB 1923
- Schneider, Erna F. (Mrs. C. W. Hoover)—MTM 1950
- Schoenfeld, Mrs. L.—see Mitchell, J.
- Schrader, Mrs. F.—see Hughes-Schrader, S. P.
- Schwartz, Jane (Mrs. E. B. Benjamin)—ACB 1950
- Schwartz, Sandra (Mrs. J.)—AWN 1955
- Scofield, Edna (Mrs. R. G. Stone)—SB 1942
- Scott, Anne F. (Mrs. A. M.)—AWN 1956
- Scovill, Georgiana W.—P-D 1953
- Segall, Berta—DBA 1944
- Seibert, Florence—AA 1943
- Seikel, Margaret K.—SB 1948
- Selz, Mrs. Wm.—see Baish, D. R.
- Shakow, Zara A.—MLW 1952
- Shalucha, Barbara—EAC 1953

- Shanks, Elsie—AFP 1931
 Shearon, Mrs. Wm.—see O'Connell, M.
 Shelby, Charmion C.—MEM 1934
 Shklar, Judith N. (Mrs. G.)—DB 1955
 Shor, Ruth J.—ECS 1955
 Shorb, Mary S. (Mrs. D. A.)—AXD 1932
 Siegel, Alberta E. (Mrs. S.)—JG 1955
 Silk, Doris (Mrs. G. Goldstein)—NYS 1951
 Silverman, Charlotte—MPN 1941
 *Sinclair, Mary E.—JCGP 1922
 *Snow, Julia W.—EUR 1891
 Snow, Laetitia M.—AFP 1915
 Sokol, Hilda W. (Mrs. R.)—VJH 1953
 Spilberg, Leah (Mrs. S. I. Joseph)—FRS 1945
 Sprague, Rosamond K. (Mrs. A. C.)—CAS 1956
 Stadler, Ingrid H. (Mrs. S. J.)—MA 1955
 Stearns, Isabel S.—MS 1939
 Stecher, Mrs. P. G.—see Dietz, E. M.
 Steinhertz, Elga R. (Mrs. H. Wasserman)—MMJ 1947
 Stephenson, Edith C. (Mrs. R. A. Tsanoff)—EUR 1911
 Sterling, Colleen G. (Mrs. J. M.)—NJS 1952
 *Stevens, Nettie M.—AFP 1908
 Stewart, Alice R.—KMCh 1944
 Stewart, Caroline T.—EUR 1898
 Stokstad, Marilyn J.—M 1954
 Stone, Mrs. A. H.—see Maharam, D.
 Stone, Mrs. R. G.—see Scofield, E.
 *Street, Ida M.—WACA 1888
 Street, Roberta—P-D 1950
 Stump, Reva J.—MS 1956
 Swecker, Zoe A. (Mrs. L. F. Reitzer)—PMcD 1952
 Swezy, Olive—SB 1919
 Swindler, Mary H.—AA 1951
 Switten, Mrs. H.—see Hyatt, M.
 Sylvester, Mrs. E. L.—see Loring, M. W.
 Taubes, Susan F. (Mrs. J.)—MT 1956
 Taylor, Doris M.—MA 1952
 Taylor, Lily R.—AA 1952
 Temple, Ruth Z.—NJS 1951
 Teves, Mrs. M. C.—see Acly, E.
 *Thompson, Helen B. (Mrs. P. G. Woolley)—EUR 1900
 Tilton, Eleanor M.—FCN 1942
 Tolman, Elizabeth B.—MS 1951
 Tolman, Mrs. E. M.—see Kamner, Mildred E.
 Totty, Samuella V.—FCN 1948
 Trager, Mrs. G. L.—see Crowell, E. E.
 Trautwein, Dorothy A. (Mrs. D. W. Groeling)—MEM 1931
 Tse, Mrs. H.—see Liu, T.-C.
 Tsanoff, Mrs. R. A.—see Stephenson, E. C.
 Turner, A. H.—SB 1930
 Tuve, Rosemond—PM 1928, AA 1955
 Van Vleet, Phyllis—NJS 1946
 Waite, Minnie E.—ACB 1913
 *Wates, Margaret C.—EUR 1912
 Walker, Ruth I.—JCGP 1937
 Walther, Miriam E. (Mrs. L. F. Jaffe)—KMCh 1946
 *Walton, Alice—EUR 1892
 Wanlass, Dorothy C.—FRS 1954
 Warren, Mrs. C. O.—see Brehme, Katherine S.
 Wasserman, Mrs. H.—see Steinhertz, E. R.
 Watanabe, Ruth—P-D 1949
 Watt, Mrs. G. L.—see Erickson, C. J.
 Weaver, Lois S. (Mrs.)—GPB 1956
 Weber, Mrs. J.—see Marshall, E. W.
 Weinberg, Gladys D. (Mrs. S. S.)—F 1954
 Weiner, Dora B. (Mrs. H.)—AWN 1956
 Weissman, Mrs. S.—see Loevinger, J.
 Welker, Marian—MTM 1942
 Wertheimer, Nancy MacK. (Mrs. M. M.)—MA 1956
 White, Alison G.—MT 1951
 White, Elizabeth L.—FCN 1940
 White, Helen C.—AA 1949
 White, Mrs. T. S.—see Greer, E. J.
 *Wick, Frances G.—SB 1921
 Wildes, Adele (Mrs. T. F. Comber)—JCGP 1924
 Wiley, Autrey N.—MEM 1930
 *Williams, Judith B.—EUR 1915, used in 1921
 *Williams, Mary G.—EUR 1897
 Williams, Phyllis L. (Mrs. K. Lehmann)—FCN 1940
 Willis, Phyllida M.—SB 1951
 Wilson, Faith E. (Mrs. G. A. LaVelle)—MCB 1947
 Wilson, Mrs. D. W.—see Connet, H.
 Winchester, Laura D. (Mrs. D. C. Rahm)—MCE 1951
 Winslow, Gloria C.—JLK 1956
 Winston, Mary F. (Mrs. H. B. Newson)—EUR 1895
 Wishneff, Ruth L. (Mrs. L. S.)—NYS 1954
 Wohlstetter, Mrs. A.—see Morgan, R. M.
 Wolfenstein, Martha (Mrs. N. Leites)—FCN 1940
 Woodbury, Mrs. R. M.—see Fairchild, M.
 Woolley, Mrs. P. G.—see Thompson, H. B.
 *Young, Arlisle M.—WACA 1889
 Young, Marguerite V.—KMCh 1943
 Youngman, Anna P.—AFP 1911
 Zimmerman, June F. (Mrs. P. F. Fullmer)—SB 1948

Latin American Fellows

- Aldape, Alicia (Mrs. A. A. de Gonzales)—Mexico 1947
 Alvarez, Virginia P. (Mrs. L. M. Hussey)—Venezuela 1917-1920
 Bello, Raquel V.—Chile 1953
 *Bernardino, Consuelo—Dominican Republic 1937
 Cabrera-Cardus, Maria V. (Mrs. F. A. Adler)—Paraguay 1944
 de Arce, Laura—Uruguay 1938
 de Castro, Victoria Galindo (Mrs.)—Colombia 1949
 de Nassar, Yolanda Hamuy (Mrs. C.)—Chile 1945
 Dezeo, Emilia (Mrs. de Munoz)—Argentina 1927
 Esparza, Ruth B.—Mexico 1924
 Franco, Anita G.—Brazil 1956
 Gatell R., Mercedes E.—Cuba 1942
 Gomez-Vega, Paulina—Colombia 1932; 1933
 Gonzales, Celsa I.—Paraguay 1954
 Gooden, Egla M.—Panama 1948
 Gordon, Maria F. (Mrs. J. Buse)—Argentina 1955
 Guevara C., Emerita E. (Mrs. de Silva)—Panama 1941
 Hildebrandt, Martha L.—Peru 1951
 Mieres-Cartes, Margarita (Mrs. de Rivas)—Chile 1923
 Mora, Maria Teresa (Mrs. D. Nochera)—Puerto Rico 1921; 1922
 Moser-Matheos, Emma—Cuba 1945 (PA)
 Nunez del Prado, Marina—Bolivia 1940
 Parigot, Yvonne (Mrs. de Souza)—Brazil 1943

Pessoa, Maria A. Moura (Mrs. A.)—Brazil 1946
 Pincheira, Sofia (Mrs. E. Ehrenberg)—Chile 1929;
 1931
 Prado, Berta Correa—Peru 1952
 Rodrigues, Adelpha Silva (Mrs. J. Figueiredo)—
 Brazil 1940
 *Santelices, Lidia V. (Mrs. de Caldwell)—Chile
 1928

Strehlneck, Olga—Brazil 1939
 Sylva, Madeleine G. (Mrs. M. Bouchereau)—
 Haiti 1936
 Vadillo G., Consuelo (Mrs. de Castellot)—Mexico
 1934
 Vieira-Mendez, Luz—Argentina 1950
 Winocur, Perlina—Argentina 1935

Rose Sidgwick Fellows

(Great Britain)

Boone, Gladys—1919
 Boyd, Lucy—1934
 *Bracher, Rose—1920
 Carpenter, Kathleen E.—1928
 Clark, Ailsa McG—1953
 Dale, Alice B. (Mrs. White)—1921
 Ellis-Fermor, Una M.—1922
 Ferrell, Edna (Mrs. C. P. Haskins)—1936
 Gilchrist, Grace G. (Mrs. J. Ferguson)—1923
 Goldie-Smith, E. Kathleen—1948
 Kemp, Elizabeth M.—1932

Klugmann, Kitty K.—1930
 Low, Barbara W. R. (Mrs.)—1946
 Lucas, R. Evelyn—1926
 Osborne, Daphne J.—1950
 Payne, Cecilia H. (Mrs. S. I. Gaposchkin)—1924
 Richmond, Joan M.—1955
 Robertson, Jean (Mrs. Bromley)—1938
 TeWater, Maria M.—1925
 Wainwright, Mary D. (Mrs. P. O. Mirzapur)—
 1952
 Walters, Marjorie (Mrs. R. P. Linstead)—1940

International Fellows

Where country of fellow's origin and country of residence at time of award are not the same, the country of residence is indicated in parenthesis.

Alcaraz-Bayan, Angelina (Mrs.), Philippines—
 IHH 1956
 Anderson, E. R., Great Britain—MR 1955
 Arian, Inna (Mrs. A. Baykov), Russia (Great
 Britain)—MEW 1940
 Baecklund-Ertle, Astrid (Mrs. Sreijber), Sweden—
 OS 1944
 Bargoni, Eleonora, Italy—FCI 1948
 Berndt, Catherine H. (Mrs. Webb), New Zealand
 (Australia)—OS 1951
 Bhagvat, Kamala N., India—FCI 1938
 Bidinost, Lidia E., Argentina—OS 1949
 Bieber, Margarete (Mrs.), Germany—AWI 1931
 Bozza, Francesca, Italy—AWI 1932; MR 1948
 Brecher, Leonore, Austria—AWI 1923
 Brink, Clara, Netherlands—OS 1950
 Bruhn, Ada (Mrs. E. Hoffmeyer), Denmark—
 AHR 1948
 Buriks, A. A., Netherlands—MEW 1949
 Butt, Audrey J., Great Britain—HMK 1951
 Cervasi, Maria, Italy—AH 1955
 Christiansen, Hallfrid, Norway—FCI 1937
 Ciechanowska, Zofia, Poland—AWI 1936
 Cini, Guiliana, Italy—MEW 1954
 Clark, Rosalind B., Great Britain—PSI 1950
 Conway, Verona M., Great Britain—VCG 1946
 Corti, Maria, Italy—IHH 1951
 Croker, Barbara H., New Zealand (Great Britain)
 —OS 1954
 Dierick, G. F. (Mrs. Klap), Netherlands—HMK
 1947
 Doberer, Erica (Mrs. Kirchner), Austria—HMK
 1953
 Falk, Ilse (Mrs. Silvers), Germany (United States)
 —AHR 1942
 Feldman-Muehsam, Brouria (Mrs.), Israel—HMK
 1944
 Fischer-Jorgensen, Eli, Denmark—OS 1946
 Frynck, Wilhelmina P., Netherlands—AWI 1930
 Garbell, Irene, Israel—MEW 1956

Ghosh, Bina (Mrs. Chatterjee), India—OS 1942
 Gjellestad, Guro E., Norway—VCG 1952
 Goldie, Rosemary, Australia—AHR 1945
 Goldschmidt, Elisabeth W. (Mrs.), Germany
 (Israel)—MEW 1950
 Goldschmidt, Gertrud H., Germany (Great
 Britain)—MEW 1948
 Granqvist, Hilma N., Finland—AWI 1929
 Gripenberg, Stina, Finland—AWI 1937
 Guglia, Delfa, Italy—MR 1953
 Hammer-Jorgensen, Marie S. (Mrs.), Denmark—
 VCG 1948
 Harrison, Marion F. (Mrs. Robinson), New
 Zealand—AH 1950
 Heimann, Adelheid, Germany (Great Britain)—
 AHR 1938
 Helmer, Marie, France—OS 1955
 Herbig-Sandreuter, Adelheid (Mrs.), Switzerland
 —AH 1952
 Hewitt, Florence E., South Africa—AHR 1956
 Jastrow, Elisabeth, Germany—AWI 1934
 Jorgensen, Dagny, Norway—VCG 1956
 Kemp, M. Alison (Mrs. Mitchell), Canada—MR
 1951
 Klieneberger, Emmy (Mrs. E. Nobel), Germany
 (Great Britain)—FCI 1934
 Kohlbrugge, Dina J., Netherlands—FCI 1947
 Koehler, Elsa, Austria—AWI 1933
 Kol, Erszebet, Hungary—FCI 1935
 *Kornfeld, Gertrude, Czechoslovakia (Great
 Britain)—AWI 1935
 Kuusi, Taina, Finland—AHR 1950
 Lakshmi, Kappagantula (Mrs.), India—AHR 1953
 Laporte, Alina de, Argentina—MR 1941
 Leng, Herta R., Austria (United States)—AHR
 1940
 Lenger, Marie-Therese, Belgium—HMK 1948
 Lennox, Margaret A., United States—IHH 1954
 Levi, Hilde B., Germany (Denmark)—AHR 1947
 Lourteig, Alicia, Argentina—OS 1956

- Malm, Mignon, Austria (Sweden)—IHH 1952
Mandowsky, Erna, Germany (Great Britain)—
AHR 1948
Mellink, Machteld J., Netherlands—MR 1946
Meyer-Baer, Kathi (Mrs.), Germany (United
States)—MEW 1947
Modlibowska, I., Poland (Great Britain)—FCI
1943
Morris, Muriel C. (Mrs. Clarke), Australia—FCI
1950
Mossler, Gertrud M., Austria—MEW 1955
Munksgaard, K. Elisabeth, Denmark—VCG 1953
Nanavutty, Piloo (Mrs. Jungalwalla), India—
MEW 1945
Neuendorff, Gwendoline, South Africa (Great
Britain)—MEW 1942
Newton, Linda M. (Mrs. D. E. G. Irvine), Great
Britain—PSI 1952
Northcott, Jean, Australia—OS 1953
Nuss, Opal W., United States—AHR 1944
Oldfeldt, Vera S. (Mrs.), Sweden—VCG 1949
Papadopolou, Daphne, Greece—AHR 1955
Parnaby, Joy E. Mills (Mrs.), Australia—HMK
1950
Quatember, Margaret (Mrs. Demus), Austria—
MEW 1952
Rees, June (Mrs. Lawton), Great Britain—AH
1956
Renshaw, Rose M., Canada—MEW 1954
Rosenqvist, Anna M. (Mrs.), Norway—VCG 1950
Roubert, Lucette C., France (Algeria)—OS 1947
Ruttner-Kolisko, Agnes (Mrs.), Austria—OS 1952
Ruud, Gudrun, Norway—AWI 1924
Sandars, Dorothea F., Australia—OS 1955
Sass, Else K. (Mrs.), Denmark—OS 1948
Schemel, Margaret C., United States—AHR 1943
Seppanen, Anni, Finland—AH 1932
Skard, Aase G. (Mrs.), Norway—AWI 1939
Sofer, Rhona R. (Mrs.), South Africa (Great
Britain)—AHR 1953
Sommerreyns, Ghislaine, Belgium—HMK 1954
Suvanij, Pensri, Thailand—HMK 1956
Suwe-Ericsson, Ingegard (Mrs.), Sweden—MR
1945
Toor, Elizabeth, Canada—HMK 1952
Tramonti, Maria A., Italy—VCG 1955
Trolle, Elli, Denmark—AH 1954
Vanachter, Yvonne, Belgium—HMK 1955
Van Andel, Olga M., Netherlands—MEW 1953
van Lohuizen-de Leeuw, Johanna E. (Mrs.),
Netherlands—VCG 1951
van Tichelen, Monique R. H., Belgium—VCG
1954
Velte, Maria H., Latvia (Switzerland)—MR 1953
Vennesland, Birgit, Norway (United States)—
FCI 1939
Viellard, Jeanne, France—AWI 1927
von Erhardt-Siebold, Erika (Mrs.), Germany
(United States)—FCI 1936
von Magnus, Herdis Rye, Denmark—AHR 1946
Warscher, Tatiana, Russia (Italy)—AWI 1926;
1928
Watts, Anne H. G. (Mrs. M. L. Cameron), Great
Britain (Canada)—MEW 1951
Whitteridge, Gwenneth, Great Britain—HMK
1945
Wood, D. H. (Mrs. Levett), Australia—HMK
1949
Yates, Frances A., Great Britain—MR 1943
Zwirn-Hirsch, Hilde E. (Mrs. W. Z. Hirsch),
Germany (Israel)—HMK 1947

International Grant-Holders

- Aanensen, Aslaug (Mrs. von der Lippe)—Norway
1946
Adams, Hilde—Germany 1951
Agathon, Melinee—France 1956
Ahn, In Hi—Korea 1956
Ahola, Anneli (Mrs. Hattari)—Finland 1953
Ailianou, Assimina—Greece 1954
Aitchison, Maria S.—Australia 1954
Alberts, Elsebet—Denmark 1951
Allsop, Joan W.—Australia 1956
Alqueza, Athena L. (Mrs.)—Philippines 1951
Ammundsen, Ingrid V. (Mrs.)—Denmark 1952
Ampil, Natividad L. (Mrs.)—Philippines 1950
Andersen, Mildrid G. (Mrs.)—Denmark 1953
Anno, Kimiko—Japan 1950
Atienza, Maria F. G. (Mrs.)—Philippines 1947
Bakker, Justina—Netherlands 1948
Balboa, Fernanda S. (Mrs. N.)—Philippines 1949
Ban, Hiroko—Japan 1956
Baroncini, Donatella—Italy 1954
Barrios, Jesusa A.—Philippines 1954
Bassoe, Olaug—Norway 1948
*Baudry, Germaine—France 1946
Bauer, Charlotte—Austria 1950
Becker, Edith (Mrs. F. Oth)—Luxembourg 1946
Belardo, Luz (Mrs.)—Philippines 1954
Bellairs, Madeline R. (Mrs.)—Great Britain 1955
Benavides, Enriqueta R. (Mrs.)—Philippines 1949
Benchakanancha, Vilai—Thailand 1953
Benhamou, Nicole—France 1951
Ben-Yishai, Shulamit—Israel 1955
Bhanavavat, Sombhis—Thailand 1953
Bhokhasathit, Mukda—Thailand 1956
Bisalputra, Duangduen—Thailand 1952
Blanjean, Lucienne—Belgium 1946
Bloch-Frankenthal, Leah (Mrs.)—Israel 1954
Bockh, Eva M.—Germany 1953
Bohn, Tora S. (Mrs.)—Norway 1949
Bonjean, Rita—Belgium 1955
Bonniot, Emilienne—France 1948
Boonkhanphol, Mana—Thailand 1951
Boonsaith, Boonam (Mrs.)—Thailand 1954
Borenstein, Balbina—Belgium 1950
Bouga, Angeliki—Greece 1952
Boulwood, Myrtle E. A.—Great Britain 1953
Bove, Suzette—Luxembourg 1951
Boyer, Martha H.—Denmark 1952
Brahde, Luisa B. (Mrs.)—Norway 1951
Brandt-Leskien, Eva—Israel 1955
Bremer, Therese A. (Mrs. E. B. Wilson)—Belgium
1954
Brinkmann, Gerda M.—Denmark 1955
Brockhoff, Maria-Elisabeth—Germany 1953
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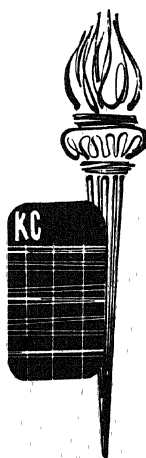
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